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SCHOOLS



THE MAGAZINE OF BETTER
SCHOOL ADMINISTRATION

A Workable Plan for School Improvement

7 Months of School Improvement

100 Ways to Improve School Administration

Do's and Don'ts

100 Ways to Improve School Administration

100 Ways to Improve School Administration

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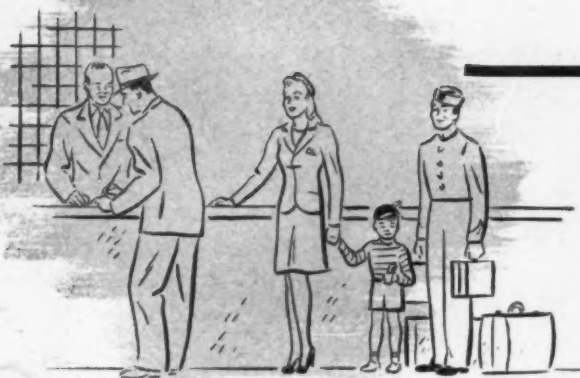
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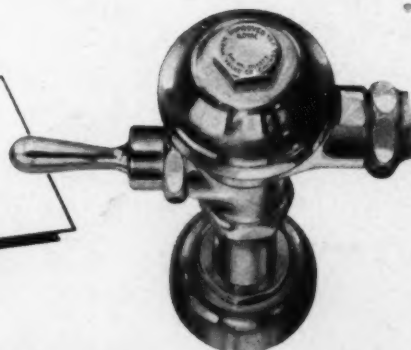
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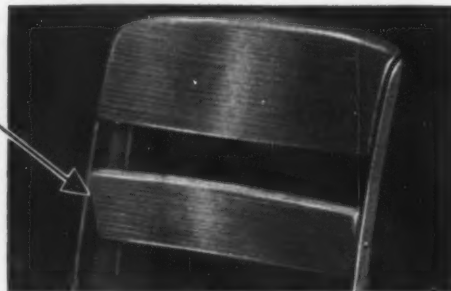
ARE your pupils being helped, or hindered, by the seating in your classrooms? Posture habits formed at school exert a profound, lifelong influence on their health and ability to study, work, and play efficiently. Most posture habits are acquired while sitting. So it's important to make sure your schoolroom seating is *right* for posture, comfort, and sight conservation for all the different sitting positions pupils must assume to perform properly their various study tasks.

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Published monthly by The Nation's Schools Publishing Co., Inc., 919 North Michigan, Chicago 11, Ill., U. S. A. Otho F. Ball, president; Raymond P. Sloan, vice president; Stanley R. Clague, secretary; J. G. Jarrett, treasurer. Yearly subscription, United States and Canada, \$3; foreign, \$4. Current copies, 35c each. Member, Audit Bureau of Circulations; Educational Press Association of America. Copyright, 1947, by The Nation's Schools Publishing Co., Inc. Entered as second-class matter Jan. 16, 1928, at the Post Office at Chicago, Ill., under the Act of March 3, 1879. Published on the 15th of the month preceding the date of issue. Change of address should be sent thirty days in advance of publication date.

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His first experience was as principal of the demonstration high school at State Teachers College, Peru, Neb., after which he became assistant professor of education at New York State College for Teachers and was then superintendent of schools at Grosse Pointe, Mich. Since 1938 he has been on the Yale faculty. He is an extensive contributor to educational publications and has participated in school surveys in 15 cities.

HARLAN L. HAGMAN is associate professor of education at Drake University, his work being in the field of school administration with which he has been identified for some time in public schools and university teaching. During the war he was a lieutenant-commander in the naval aviation program in which he organized and administered training activities. Besides contributing to professional magazines, he is the author of a book on school board administration, a navy instructor's manual and contributions to Nelson's Encyclopedia and a Dictionary of Education.

WILLIAM G. ECKLES on Oct. 1 assumed new duties as professor of education in the University of Maryland and as school building consultant for the state. Prior to this he was director of school building and transportation with the Mississippi Department of Education. He obtained his B.S. from the state university and his M.A. from Peabody College. Following six years as superintendent of consolidated schools at Gunnison and Boyle, Miss., he became director of school building service for the state department of education to which the duties of transportation director were later added. He made a school plant survey of the state which was financed by the federal government and has made other surveys in Texas, Louisiana, Kentucky, Maryland and Virginia.



W. G. Eckles

HARRIET L. SPENCER is a sixth grade teacher in the Hall School, Grand Rapids, Mich., where she has been for ten years. She obtained her B.S. degree from Western State Teachers College. Her teaching experience has all been in grade schools in Michigan, first at Orchard View School, Grand Rapids; then in the public schools of Lansing. Music, reading good books and writing poetry are her special interests.

JAMES NEWELL EMERY is principal of the James C. Potter School at Pawtucket, R. I. He was graduated from Bowdoin College, began his career as a superintendent of schools at Dover and Foxcroft, Me., and for the last thirty years has been at Pawtucket. He is a member of the bar of Hancock County, Maine, has done extensive research on visual education. Besides contributing to the professional magazines, he conducts a column "Across the Office Desk" in the *Journal of Education*, Boston. He is especially interested in the human side of school supervision and has two books in preparation built up around this interest. He is a stamp collector, a fisherman, a gardener, a photographer and a writer—all in his spare time.



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CHARLES O. RICHTER is administrative assistant to the superintendent of schools at Newton, Mass. He received his B.A. from Bates College, Lewiston, Me., and his Ed.M. from Boston University. Starting his career as a high school teacher at Pembroke, Mass., he has since then been a teaching principal of elementary schools, an elementary school teacher, a junior high school teacher and a research assistant.

HOMER V. COOPER, a native of Alabama, has been superintendent at Vicksburg, Miss., since 1931. With a B.S. from Mississippi State College, an M.S. from the University of Virginia, he began his career as an instructor in education and sociology at Mississippi State College. Since then he has served successively as superintendent at Ackerman, Magnolia and Kosciusko, all in Mississippi. He likes to hunt quail and play tennis.

RAYMOND A. GREEN, principal of the Newton High School and the Newton Junior College at Newtonville, Mass., received his B.A. from Muhlenberg College, his M.A. from Columbia University. After affiliations with the schools of Allentown, Pa., Muhlenberg College and St. Georges School, Newport, R. I., he went to Newtonville where he has been since 1923. He has traveled in North Africa and Europe and is a lecturer on educational and travel subjects.



Raymond A. Green

BERNARDINE G. SCHMIDT has recently assumed a new position as associate professor of education at the University of Mississippi. She was previously acting director of the Special Education Clinics at Indiana State Teachers College at Terre Haute.

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Roving Reporter

Old Indian Tom Day



An important day each year at Toms River High School, Toms River, N. J., is freshman day, or Old Indian Tom day, as some call it. This comes late in September and is a time when the freshmen

dress as Indians, each wearing a placard bearing his name upon his back, and are put through a lot of harmless antics by the upperclassmen.

This is in no sense an occasion for hazing. It's rather good-natured teasing and the pranks are never allowed to go too far because the student council sets limits on what may be done. To tease moderately and in a way that does no harm calls for self control and good sportsmanship and the fun serves to make the freshmen, who come from several different schools, better acquainted with each other and with the upperclassmen.

Practice for Student Teachers

Student teachers at the University of Cincinnati receive part of their training right in the public schools of the city. Fourth year students in the kindergarten, primary, intermediate and junior high grades are assigned for a half day for one semester to cooperating teachers in five Cincinnati schools. Fifth year students teach half a day for two semesters.

Parents at Work

The one evening a baby sitter is hard to get at Wayne, Pa., is on the date of a championship basketball game. Other times there are as many sitters available as there are babies with wandering parents.

The reason is that all students in Radnor High School are invited to register with the Baby Sitters' Employment Bureau and many of them accept. If a mother wants a sitter she calls the secretary of the Parents' Association and then climbs into her party dress with the new long hemline; she knows a sitter is on the way.

The baby sitters' bureau is just one

of dozens of services that the alert Parents' Association of Radnor Township renders the schools and the community from the kindergarten to the commencement level. There are only 650 parents in Radnor Township who have children in the local schools; of these 361 belong to the association.

The association a few years ago took over some empty space in the primary school and made a community room out of it. It painted the room, bought rugs, collected furniture and then commissioned the primary pupils to do the art work and the murals. A primary school committee is conducting research on the use of germicidal lamps in the control of respiratory diseases. Other committees are at work on social, health, recreational and money making schemes at this level.

The elementary school branch of the P.A. puts on Halloween carnivals, sponsors Christmas sings and home-room parties, directs a spring musical festival at which the school band, orchestra and glee club perform and solicits tickets for the children's concerts of the Philadelphia Symphony Orchestra.

In addition to its baby sitters' bureau, the high school branch of the Parents' Association sponsors evening meetings at which there is a general discussion of the philosophy of education in Radnor; works up a Career Night, with as many as 40 panels on different occupations; holds an annual "School at Night" affair at which the public can see children in their regular classroom locale, and is full of other schemes that tie schools and community together.

Music Memory Contest

How good is your musical memory? Could you, if called upon, identify an excerpt from a popular or not-so-popular symphony or opera and name



its composer as correctly as Oscar Levant does on the air?

If you're just an ordinary layman, the chances are you'd do a lot of humming and hawing and then decide you couldn't do it. It takes training and that's what students in the music department of the high school at Toms River, N. J., are getting through their music memory contest under the direction of Mrs. Elizabeth S. Rowe.

Last year during the winter, Mrs. Rowe presented to upper grade classes 21 records with the idea that the boys and girls were to learn the names of the compositions and composers so that they would be able to identify the selections from short excerpts. This took close attention and concentration because everyone wanted to be on the teams of those who had the best memories. These were made up for each room and took part in a final contest operated like a spelling match at the close of the school year. The contest was held in the auditorium and prizes, consisting of framed pictures of musical subjects, were awarded to the winners.

Primary Pupils' Banquet



In some small communities, there are always children who seldom have the opportunity of eating a meal away from home. For these children in particular and others as well the Thanksgiving banquet and program given by the primary grade pupils at Iliff, Colo., each year is a big occasion and one which has certain social values. Mothers and other guests are invited to the dinner by invitations which children have written. The pupils also help plan the dinner, make the place cards and decorations, put on the program of music and speeches and preside as hosts and hostesses. The mothers take charge of the preparation of the meal.

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QUESTIONS AND ANSWERS

Curriculum Improvement

What is the best way to start a group of teachers in the study of curriculum improvement? — W.E.F., Wash.

The best way to begin a study of curriculum development is to consider cooperatively the needs of the youth in the community. It might begin with a community survey of these needs, to be followed by a joint effort by pupils, teachers and parents to provide for them. The results of such effort, if successful, would be a live curriculum.

The Michigan Department of Public Instruction has published a bulletin (No. 337) entitled "Planning and Working Together" which describes such a process, particularly in Chapter V, "Procedures in Secondary Curriculum Development." The bulletin gives a philosophy of curriculum development and outlines a method of attack. The bibliographical references should also prove helpful.—F. G. WALCOTT.

How Many Reports a Year?

Which do you favor, report cards to parents of elementary children four times a year or reports made six times a year?—S.M.E., N. Y.

Without intentionally begging the question, may I suggest that the frequency of a report card depends a great deal upon what you are reporting. Ideally, the best method is the individual letter, coordinated with a visit from the teacher. This method, however, requires a staff and facilities that sometimes are not available. For such a plan, you would be fortunate if you could make four individualized reports during the year.

If, however, your reports are more or less formalized, it would seem to me that the reports should be made at least six times a year. There is no better medium for obtaining the attention of parents than a report card. This report card could be used to get other information to the parent about the needs, purposes and conditions of your schools. I suggest that you adopt a plan that would bring the report card and other facts into the home at frequent intervals.

You state that you are considering revision of your report card to parents

of elementary children. Many school systems have benefited from an "all staff" approach to this problem, namely, suggestions from all members of the personnel who are concerned with the instruction of the child. These suggestions usually are studied by a representative committee. For example, Chicago recently adopted a new system of report cards after a committee studied forms and methods used in 25 of the larger cities.

For an up to date overview of current practices in the reporting of pupil progress, I suggest that you refer to "Child Growth in an Era of Conflict," the fifteen elementary principals' yearbook published by the Michigan Education Association, Lansing, Mich.—A.H.R.

Financing Athletic Field

We are developing an athletic field. The property has been obtained and paid for. A large grading project was completed last fall. It is necessary for us to have some \$20,000 to \$25,000 to finance the lighting, fence and bleachers. We have a community athletic committee which acts in an advisory capacity to develop some method of raising the money and directing expenditures. Can you tell us how we could legally raise the money through notes or bonds to finance this project? We can liquidate from \$2000 to \$3000 a year.—E.R.D., Mich.

The proposed improvements can be financed through the issuance of school bonds, which are subject to the statutory regulations of all bond issues in Michigan. School bond issues must be retired within a five year period. Under Sections 480 and 481 of the General School Laws of 1946, a school district may enter into a cooperative arrangement with a municipal corporation, such as the city.—LEE M. THURSTON.

Paint for Pipes and Radiators

Is there a light colored paint for steam pipes and radiators which would not decrease the radiation? Your recent article on building maintenance states that aluminum paint is unsatisfactory.—R.C., Mont.

As compared with a bare iron radiator, one that has been given a coat of

linseed oil, zinc and lithopone paint of cream color will radiate a greater amount of heat. Any good quality mixed paint, enamel or lacquer may be used. Spraying is better than a brush for applying the paint.

Earth pigments, such as umbers, sienas and ochres, stand heat better than chemically produced colors, it was found in research work at the University of Illinois.

Flat paint radiates more heat than enamel and is less subject to change in color from excess heat.

Paint should carry enough linseed oil to give good adherence and elasticity. White or light tinted paints darken slightly when exposed to heat; thus, radiator paint should be several shades lighter than the wall color to allow for a slight deepening of the tint later on.

The following table is taken from the book, "Mechanical Equipment of Buildings," by Harding and Willard.

Finish	Per Cent Relative Heating Value
White enamel	101
White zinc paint	101
Cast iron, bare	100
Flat black	100
Maroon japan	100
No-luster green enamel	96
Gold bronze	81
Aluminum bronze	80

—NORMAN J. RADDER.

Organizing a Student Council

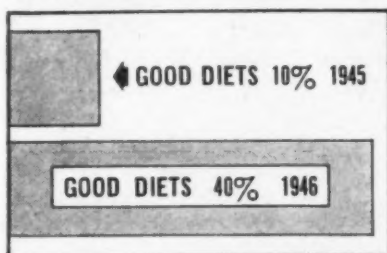
How can a student council be organized which will gain the respect of the pupils and of the faculty and be a credit to the school and community?—A.B., Iowa.

Only if the faculty sincerely believes that citizenship is a central purpose of education can a student council be organized which will be respected and be a credit to the school and community. The faculty will have to believe, furthermore, that citizenship can be an accomplished purpose only when the students practice good citizenship in their schools. The school environment must, therefore, become a laboratory for democratic living.

It is important that the administration and faculty become clear on the
(Continued on Page 10.)

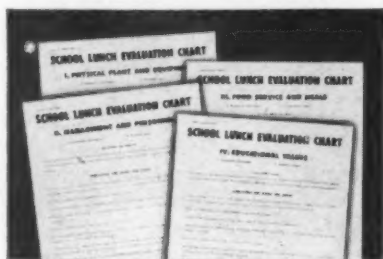


NUTRITION TRAINING PAYS



Here is how diets improved in one southern school after a year of nutrition emphasis.

MATERIALS ARE FREE



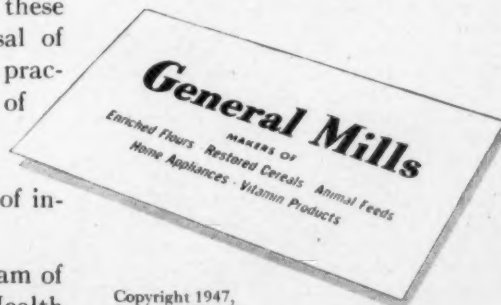
Evaluation charts, prepared by educators and tested in experimental schools, are available to help you appraise the effectiveness of your lunchroom equipment, personnel, services and meals, educational values.

What kind of laboratory is this?

It's a *school lunch* "laboratory" in one of the many schools throughout the country where teachers and parents are taking an active interest in a complete nutrition program for their children. In such a program, attention to the school lunch includes much more than the serving of well-planned meals at noontime. The teacher observes, at first hand, the eating habits of the children and includes these observations in her appraisal of their total daily nutrition practices. Activities growing out of the school lunch program are the basis for many classroom and community experiences of interest to children.

The General Mills "Program of Assistance in Nutrition and Health

Education" can help you discover where diets need improvement, can provide you with materials, information, and individual guidance for making lunchroom experiences a part of the regular classroom curriculum. If you'd like to know more, write to the Education Section, Public Services Department, General Mills, Minneapolis 1, Minnesota.



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scope of activities in which students have a voice. Some activities should be identified in which students, after receiving advice, should be allowed to carry out the activity in terms of their own decision. Students can often profit as much from mistakes as from successes. A class party might be an example in this area. Another group of activities is of such nature that the participation of students should be solicited, but that faculty members have to make final decisions. Curriculum problems are an example of this type of activity.

Another important consideration has to do with the challenge presented by the type of activity in which the council engages. Seventh grade pupils can become enthusiastic about keeping the corridors free from paper. Seniors in high school, however, must have some responsibility which extends beyond the school and seems adult in its level of difficulty.

Of course, the senior classmen should keep on doing a good job on the simpler duties of citizenship. To keep their interest, however, they must be made to feel that they are gradually emerging into adulthood and are, therefore, being trusted to take on more and more difficult responsibilities.

If citizenship is a central purpose of education, then the student participation program with its student council as a coordinating organization must be assigned a strong sponsor and enough time in the schedule must be given this sponsor for planning with the council.—WILLARD E. GOSLIN.

Assistant Superintendent's Job

Please advise me as to the work and duties of the assistant superintendent of city schools and suggest references.—E.S.H., N. J.

The duties of an assistant superintendent of schools depend somewhat upon the size of the school system and the most satisfactory distribution of administrative functions to meet local needs. An assistant superintendent may be assigned one or more specific administrative areas, such as (1) instruction, including curriculum guidance, special education and so forth; (2) personnel, involving selection, assignment and in-service training; (3) finance, including service of supplies, building maintenance and operation, and (4) other services, such as child accounting, information and records and health. It is desirable that administrative duties be clearly defined and indicated to prevent confusion and to make for harmony and coordination of effort. For references, see "School Administration" by A. B. Moehlman, Houghton Mifflin Co., Boston, 1940, pp. 298-308.—EDMUND H. THORNE.

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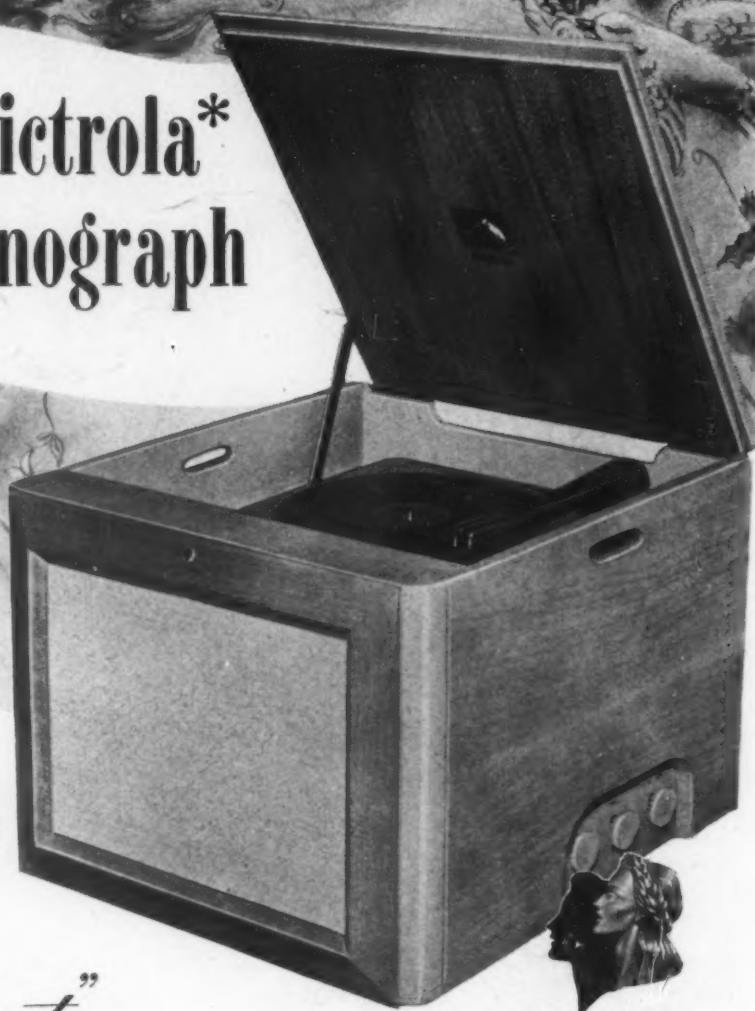
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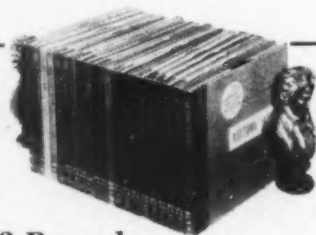
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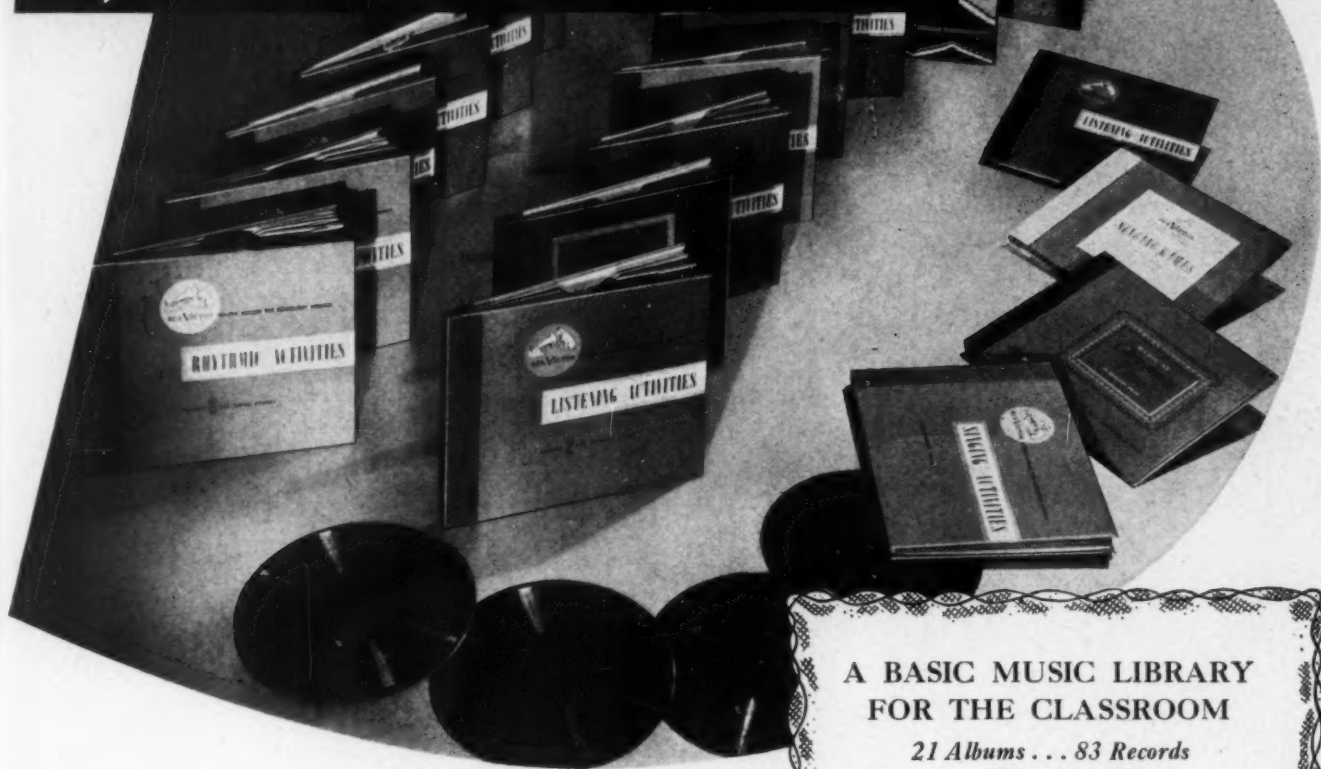
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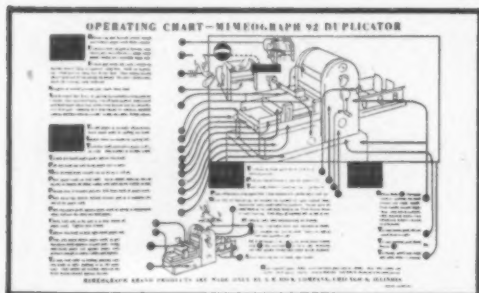
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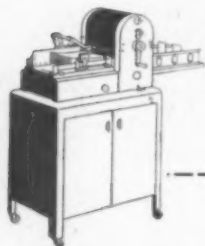
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Looking Forward

International Food Needs

THE food situation in both Europe and Asia is and will continue to be extremely critical during the coming winter. The fearful war years followed by two postwar years of 1500 calorie diets have gradually brought the people of several countries to a sad state. Their energy index has been lowered and their economic efficiency seriously impaired. Even more serious has been the natural development of a feeling of indifference as to what takes place in their nations or in the world about them. Their morale is as low as their physical condition, a most serious and dangerous state in this greatly unsettled and disturbed world.

The United States must feed Europe this winter if total economic, political and social collapse is to be avoided. This essential obligation must be met, even if it requires personal sacrifices by every American.

President Truman has urged a campaign against food waste as a means of providing sufficient margins for essential exports. He has also recommended producing a lower quality of meat through feeding less grain to cattle and hogs. Both are excellent suggestions but they will not serve to meet this critical problem completely.

Under existing conditions of supply and demand, it will also be necessary for the American consumption of food to be reduced. It is just as well to face this problem objectively now rather than fruitlessly at a later date. More food can be sent abroad only as every American is made completely conscious of the world need as it may affect the future of himself and his children.

In this nationwide program of education, public schools can play a highly important part. Daily instruction can give information on the use of new and little used foods, help can be given in spreading the doctrine of eliminating waste through better meal planning in terms of independent consumption with emphasis on use of foods not easily transported. The results of this instruction can contribute significantly to providing a sufficient grain surplus to meet essential overseas needs. Public schools helped do this job during the war; they are capable of doing it again.

Alabama Chooses Wisely

THE earmarking of taxes for public education appears to be gaining momentum. Last November (1946) Michigan voted part of a sales tax diversion for public education through constitutional amendment. Last August (1947) Alabama voted almost 3 to 1 to allocate permanently the proceeds of the state income tax to public education thus assuring at least an \$1800 minimum salary for teachers.

The Alabama vote has added significance when the opposition is considered. Organized old age pension groups fought vigorously against the proposed diversion. Governor Jim Folsom straddled by arguing for a split between public education and old age pensions. The people thought the welfare of the children immediately of greater importance than increased pensions for oldsters.

There are three interesting deductions to be drawn from the Alabama vote. The once so potent threat of the organized (Townsend) old age pension groups is rapidly diminishing and, when given the opportunity and understanding they need, the American people are still willing to vote adequate support for their public schools. The tendency to earmark taxes for specific purposes at state level is apparently continuing. Although taxation allocation by constitutional amendment is a most dubious practice, there will be little chance of stopping it until both communities and legislatures become more sensitive and alert to the needs of the people's schools. The Alabama choice between old age pensions and improved education for the children is a wise one.

What Is Loyalty?

ANYONE who has consistently read the Congressional Record of the session recently closed might rightfully raise the question as to whether the Rankin Committee on un-American Activities was seriously attempting to determine disloyalty of American citizens or merely using its position and power to smear liberal thought and to frighten the timid into blind conform-

ity to a reactionary political program. Page after page is filled with disparaging and insulting remarks against minority races and cultural groups.

The committee does not stand alone. There have also been recent attacks on freedom of teaching and of learning by clerical, economic and social groups. The daily and weekly press has been significantly silent on certain aspects of foreign news; it deliberately sidestepped the issue of press freedom when the labor and educational press was so badly treated in the Taft-Hartley Bill. The President's "Loyalty Order" has apparently been construed by various governmental agencies and pressure groups as a basis for depriving any citizen of the right to his job without redress before a court of law. Several states have followed the federal pattern and created little "Dies Committees" of their own better to carry the "witch-hunt" from Washington to every crossroads. Frequent attacks on labor, on liberal thought and on public education point to the conclusion that a beautifully prepared "witchhunt" wrapped in the emotional garments of "atheistic Communism" is ready for full dress presentation to the American public.

These reactionary propagandas are nothing new. They have occurred before on numerous occasions in our brief history. Clerical and business interests united under the leadership of Hamilton against Thomas Jefferson's "atheism and materialism"; Jackson faced the conservative Whigs who ranted against his "atheistic system" and said "democracy is a branch of atheism"; the great Lincoln was villified by New England industrial interests as well as Southern slaveholders; Wilson faced calumnies as great as any, yet his attorney general spearheaded the great "red hunt" of the twenties.

Since the close of World War II a witchhunt of gigantic proportions against liberal democratic trends has been launched by a combination of native-Fascist, economic, clerical and social groups under the slogan of saving the world from "atheistic Communism." The slogan has a most familiar ring.

One of the first attacks is being made against freedom of teaching and learning, for the reactionary cannot afford the competition of ideas or the truth. Professors who do not agree with deans have been labeled as "Communists," a label covering a multitude of administrative errors and attitudes. Liberals who are seeking a way to harmonize minority conflicts are castigated by clerical publications as "ungodly, bigoted and atheistic."

These tendencies and trends are dangerous to the American way of life. They smack most indelicately of the Fascist pattern against which we fought so vigorously and with the remains of which we now seem to be aligning ourselves at home and abroad under the guise of opposition to "Communism." The point to remember is that totalitarianism, whether of the left or of the right, is equally dangerous to democracy and the freedoms for which it stands.

The conservative public schools have been frequently reviled in recent months by clerical and political interests. The Rankin committee believes that the schools

are "shot through and through with Communism."

While these attacks on freedom of teaching and learning are increasing in intensity, university presidents, the organized teaching profession and individual members are doing little to defend the schools. A recent daring exception, who deserves high praise not only for his courage but also for his keen perception in driving straight to the heart of the problem, is Henry Steele Commanger, distinguished professor of American history at Columbia University. He speaks his mind vigorously in the September issue of *Harper's Magazine* under the title of "Who Is Loyal to America?" According to him the loyalty which certain congressional committees, national economic interests, the D.A.R., the American Legion and even the President's recent "Loyalty Order" seek is that of conformity to their own individual beliefs. He finds these assumptions completely out of harmony with the American tradition and true democratic loyalty.

Professor Commanger's article is so important and currently significant that the editors of *Harper's Magazine*, itself a most conservative publication, offer it in reprints at \$10 for 100 copies. His conclusions are so vital to the continuation of American ideals and practices that we strongly recommend its serious reading and its continuous preaching by all parents and teachers. It should have a place in every public school library and should be listed as a required reading for the fall term.

Released Time

PROPONENTS of the dangerous trend toward greater emphasis on sectarian differences through released time from public education stated in their earlier promotional efforts that all they desired was for each child of church-going parents to have opportunity to obtain weekly instruction in their faith. More recently, the real and probably most important purpose has been heavily advertised as the desire to proselytize the majority of public school children whose parents are not affiliated with any church.

In its recent pressure campaign to force released time on the public schools as a permanent policy, the Detroit Council of Churches denies that there are moral and spiritual training in public education. The council quotes the Children's Charter that "for every child spiritual and moral training are necessary." It also states that "there is no moral power except that produced by religion" and that "only 50 per cent are so fortunate as to receive religious instruction. The future of America, as well as the Church, demands that we find a way to reach this other 50 per cent (17,000,000 children) with effective moral and spiritual training."

In advocating a general policy of released time for Detroit, this announcement further states, "At least 25 per cent of the children enrolled in weekday schools of religion have had no previous connection with religious organizations. Of this number a high percentage are

finding their way with their families into the Church or Synagogue." The real object of released time is thus startlingly clear. Church councils are planning to use nonsectarian public schools as a means of enlarging their own membership. Possibly the movement might be better described as "Better Business Week."

The released time movement (it no longer considers itself an experiment) is a dangerous and divisive procedure for our democratic way of life. Some of its more short-sighted proponents may awaken some day to find that narrow self interest has resulted in the destruction of the temple of democracy—nonsectarian public education.

Boards of education, like that of San Diego, California, which revoked its released time policy after fair trial on the grounds that it tended to destroy the nonsectarian and impartial character of the people's schools, are constantly reviled by certain members of the clergy in the cheapest kind of billingsgate for exercising their constitutional mandate to protect and improve public education.

It is high time that members of the teaching profession and those Americans who believe in the American way and the form of life it has produced rise to protect those vital agencies of democracy—among them the American public school—from a return to bigotry and sectarianism that Jacksonian democracy and Horace Mann helped sweep away. Increasing efforts must be made to halt the use of public funds and public personnel for selfish sectarian purposes.

McGuffey the Indoctrinator

WHEN Mark Sullivan wrote "Our Times" in 1927, his second volume devoted 38 pages to the influence of McGuffey's "Eclectic Readers" on American thought and practice by describing the reaction of prominent men, giving a brief content analysis and his estimate of their influence from the 1830's to the present time, for they are still being sold and used. Although not mentioned in the conventional histories of the United States or even considered by Vernon L. Parrington and the Beards, many other authors have given considerable attention to McGuffey in their writings, and there are at least four good biographies in circulation.

Probably the best and most discerning research into McGuffey and his influence is the recently published "Making the American Mind: Social and Moral Ideas in the McGuffey Readers" by Prof. Richard D. Morse and published (1947) by the King's Crown Press, Columbia University. This volume is at once the most scholarly and fascinating study of the McGuffey Readers in their original form and in subsequent rewrites by anonymous individuals either selected by or in the employ of the predecessors to the American Book Company which now holds the copyright and still sells the books.

Unlike the laudatory Minnich centennial biography and "Old Favorites From the McGuffey Readers," published

in 1936 and dedicated to Henry Ford, chief apostle, and John Horst, founder, of the McGuffey Society, the Mosier book attempts and succeeds admirably in analyzing objectively the McGuffey contribution to American culture, in the formation of which the books bearing his name played so important a part.

This great series of textbooks, which sold more than 120,000,000 copies between 1836 and 1920, first reflected the struggle for power between the political ideals of Thomas Jefferson and those of Alexander Hamilton. In them the Declaration of Independence is clearly subordinated to the Constitution. Later they reflected the conservative views of Justices John Marshall and Joseph Story. They tied the conservative property tradition as expressed by the makers of the Constitution to the Christian tradition without any qualms or questions. They also bear the influence of Blackstone, Locke and Harrington strained through the political philosophy of Daniel Webster. Through their tremendous influence American public education has been closely aligned with the conservative tradition since 1840.

Their second area of indoctrination was nationalism and patriotism, reflecting both the external fight for a place in the trade of the world and the internal sectional struggle. As textbooks do today, the McGuffey Readers were careful not to offend sectional prejudices which might affect sales. Publisher caution and timidity are not recent phenomena. They next tried to integrate the conservative tradition with sectarian religion. The attempt of the "men of substance and property" to rationalize their economic practices with supernatural sanctions and moral law deeply penetrated these textbooks. It is a familiar pattern and one that is carefully treasured and nurtured today by sectarian interests in their attempt to use the public schools for their specific propagandas in the name of "doing good."

The McGuffey Readers probably did as much as if not more than any organized creed in building the morality of the "good old days." They stressed strongly the social virtues of politeness, modesty, kindness, charity and thrift as opposed to gambling and intemperance; home reading "to the theater, to balls and to suppers"—... and "to playing cards for money." They attempted to mold the freedom and the license of the western frontier into safe New England and Atlantic seaboard conservatism.

More than any previous study the Mosier book illustrates that the McGuffey Readers were not only textbooks in the technical sense of the word but also instruments for the deliberate and consistent indoctrination of children into conservative habits of thought. After reading this significant contribution to educational literature, it is easy to understand why generations nurtured on the propaganda of McGuffey are so violently opposed to the introduction of current social ideas into elementary and secondary textbooks.

The Editor

A Workable Plan for

Recognition of Merit

PAYMENT of teachers on the basis of merit is the foundation of all sound salary schedules. Schools have traditionally accepted merit as the criteria upon which staff members should be selected, promoted and paid. The profession of education has consistently fought against forces which would make factors other than merit the basis for advancement in the teaching field. In these days, when the hue and cry is raised against plans labeled merit salary schedules, these values are in need of emphasis.

Merit recognition to some means giving salary increases of different amounts depending upon a teacher's rating. The rating is thought of frequently or usually as being a score on a numerical rating scale determined by the principal, superintendent or some other supervisory officer. The amount of the increase granted would be dependent upon whether a teacher was rated high, medium or low on the scale.

THEORY SEEMS REASONABLE

In theory this idea seems fairly reasonable. In practice it has had so many unfortunate consequences that those who have used the plan would, with a few exceptions, unhesitatingly state that the disadvantages far outweigh the possible advantages. Such a numerical scale has proved unreliable even when carefully and skillfully used, when the rating is done by one person only.

Furthermore, such a plan tends to break down the cooperative and free consideration of problems by teachers with their principal or supervisory officer. When this occurs, one of the major chances for constructive supervision has been lost. There is the added disadvantage that such a plan is easily abused by a prejudiced or unsympathetic administrator.

Other plans for judging the merit of teachers have used pupil examination results as the sole basis of judg-

ment. Where a teacher is rated on the basis of the number of pupils who pass examinations or who make high marks on examinations, the prudent teacher will see that by hook or crook her pupils *pass the examinations* even though other considerations are badly neglected. Such a plan for recognition of merit, furthermore, fails to consider that good teachers may do an excellent job for pupils who have limited ability but, because of their limited ability, these pupils cannot make good examination marks.

One might continue to enumerate instances where merit recognition plans have failed because *one item alone* was used as a basis for judging merit. Such plans are sometimes labeled "merit plans" or "merit systems." Well intentioned though they may be, in reality they are far from merit systems.

It is in part because of the failure of such falsely labeled merit plans that many good teachers are opposed to the idea of relating merit specifically to salary policies until they can be convinced that the plan will with certainty eliminate the danger of injustice and unfairness to individual teachers. With these teachers I have great sympathy.

DANGER EITHER WAY

At the same time I would point out that the danger of injustice and unfairness to individual teachers, particularly the capable teacher, is greater where no definite procedures are established for attempting to recognize merit in the selection, retention, promotion and pay of teachers than where there is even an imperfect scheme of such recognition. Opposition to merit recognition seems both short sighted and unrealistic.

Common sense tells us that there are differences in the merit of teachers and teaching. The efforts of professional leaders for many years have been directed to promoting able

teachers to better positions and to eliminating from teaching those deemed incompetent. There are many reasons to believe that the profession can improve materially the fairness and accuracy of procedures in discriminating between those who deserve promotion and those who should be eliminated.

TURN ABOUT IS FAIR PLAY

Teachers have traditionally considered themselves competent to pass judgment on individual differences and abilities of persons. It is school-teachers who have graded pupils and decided whether pupils should be passed or failed, receive honors or censure and have set themselves as competent to classify pupils and make groupings which influence greatly the life expectations and living conditions of those in school. School people can hardly be considered consistent if they take the position that they have the ability to discriminate with reasonable fairness in judging abilities of pupils, but cannot or will not apply the procedures for teachers; that they are willing to *give* but unwilling to *take* when it comes to deciding on differences in competence.

There is still another reason why school people need to consider carefully merit recognition for teachers. Throughout the nation, sincere and genuinely interested persons are expressing their willingness to pay really good salaries to proficient teachers, but they demand in so doing that poor teachers be eliminated, or at least be not paid the same top salary as superior teachers. They, therefore, are pressing for adoption of merit plans, frequently without examining beyond the label to see whether the proposed plan which they are supporting really will result in recognition of merit for teachers.

Educators can hardly sit idly by when a merit plan is proposed and

then be in the position of having to accept plans which would not bring into teaching those most competent, or encourage the best efforts of teachers who were already employed. The "do nothing" policy is unprofessional and unworkable. On the other hand, rigorous opposition to a suggested merit system or merit plan which in reality failed to recognize merit would run the risk of making many honest and intelligent citizens believe that the opposition was to the *idea of merit consideration* instead of to a *plan* with that label which was not at all likely to improve the service of teachers to the pupils.

It is because I believe that merit recognition is possible with reasonable success, because existing personnel procedures for the most part are based upon the recognition of merit to some degree and because we can find many places where real progress is being made in developing better plans and more refined procedures for merit recognition that it seems to me proper for the teaching profession to expend greater effort in this direction. I shall, therefore, note briefly some of the areas which call for recognizing merit within a school system and state principles likely to aid in the construction of a workable plan for improving the recognition of merit in a school system.

Without getting into the intricacies of discussing salary schedules, here are ways in which merit considerations may be tied up with salary schedules.

1. The usual salary payment plan starts a teacher at a low salary and annually provides salary increases for several years. Such a plan is justified on the theory that the typical teacher through various means increases in effectiveness. Thus, the annual increase is a recognition of added merit. In general, such a schedule can be supported as workable and desirable. However, it should be noted that the justification of this type of schedule rests upon there being increased competence on the part of the teacher from year to year as salary increments are granted to them.

CHANCE TO PRODUCE EVIDENCE

It would, therefore, seem that teacher and administrator would need to cooperate in collecting evidence so as to be certain that members of the staff who are on this in-

Merit recognition plans have failed because one item alone was used as basis for judging. . . . Dangers of injustice are greater when no definite procedures are established. . . . Tenure laws create need for adequate proof of incompetency. . . . Public expects that poor teachers will be discovered and dismissed. . . . Difficulty in administration is no excuse for "do nothing" policy. . . . Teachers who grade pupils must accept the same principle for their own competencies. . . . Workable plan begins with general agreement on purposes and understanding of procedures.

creasing schedule are doing things which increase their effectiveness.

Upon the basis of such evidence they should be recommended for retention. This means that supervisory assistance to *all* teachers should be provided. For most teachers such evidence could be and frequently is collected.

2. Within any group there is likely to be a small number who have special ability. Attempts to recognize their special merit have been tried in many ways and with varied success. One plan which has worked with reasonable success in some places would recognize the superior merit of a few of the teachers who have reached the regular maximum salary. Using evidence submitted by the teacher and the administrative staff on bases agreed upon by the teachers, the administrative staff and the board of education, it would be possible to decide which few teachers would be eligible for such salary increase.

3. Another plan, which can be used along with or independent of the plan just mentioned, attempts to get at another type of merit. It attempts to recognize special types of accomplishment which can be of value and special significance to the school system by being made available to others on the staff. Some staffs have set up procedures whereby such contributions of staff members can be carefully appraised.

If judged of special merit on the bases which are agreed upon in advance, then the staff members who have put forth the special time, energy and ingenuity in developing and making available these contributions may receive recognition by a small payment for one year only in addition to their regular salary. This type of recognition of merit would apply to any teacher whether he had reached the maximum salary or not.

These points concerning salary and

merit are given to point out the fact that even the most simplified of salary schedules, in which a teacher moves from a minimum to a maximum salary, implies that merit will be given consideration. These points have also been presented so as to show that by use of ingenuity and by cooperation of staff, administration and school board it is possible to encourage special merit of *new* and of *long service* teachers and to recognize types of merit deemed to be especially important in any community.

One objection almost certain to be raised, whenever it is proposed that a plan for making tenure certain for teachers by law, is the statement that, once a teacher receives tenure status, merit no longer figures in reappointment. No tenure law or community could sanction such a situation.

The justification for a teacher tenure law is that it safeguards the *competent* teacher against unjust dismissal and from the fear that a position will be lost because of the temporary displeasure of a school board or administrator. Removal of such fear should allow the competent teacher to have freedom of thought and energy to devote to giving increased service to pupils. Tenure, therefore, is not set up to reduce but to emphasize the place of merit in teaching. Essentially, then, under tenure it would be expected that the teacher and administrator would have more opportunity for keeping and periodically reviewing evidence of competence.

It is true that the granting of tenure status is recognition of supposedly proved merit. One who would question competence of a teacher on tenure to the point of recommending dismissal must, therefore, be expected to show conclusively that merit is lacking. It seems reasonable and proper that a teacher

whose competence is questioned would be given ample notice of this misgiving. Then there would be a chance for the teacher to produce evidence to show either that the questioning of competence was in error or that the condition had been improved. There would be opportunity for a review of the evidence in case the teacher felt that the original judgment was unfair.

Under such conditions the competent teacher is protected. Any teacher more interested in the job than in the children could pretty well be shown to have such interests. Neither the teaching profession nor the courts can uphold personal interests at the expense of pupils. Thus, there is no conflict between recognition of merit and tenure. Neither is there any reason to assume that there is not just as much reason for the teacher and the administrator to have evidence of merit on the part of the teacher on tenure as for any other teacher.

The satisfactory administration of all parts of a school system, and particularly of merit recognition, rests upon competent leadership. Mechanical administration of personnel, personal bias in dealing with personnel, lack of recognition of human values and lack of tact are all handicaps to realization of successful merit recognition. They may result in injustices to individuals. Just as true, however, are injustices where there is no attempt to recognize merit, only those who suffer most are as likely to be the most capable teachers as to be the incompetents.

Difficulty in administration is no excuse for dodging the responsibility for recognition of merit. Like all really valuable things, such recognition calls for effort to obtain it. It cannot be expected that the teaching

and administrative staffs have now or can expect to develop at the outset a scheme which would work perfectly, or one which will work without the expenditure of careful thought and conscientious effort.

Essential Principles

Research and careful experimentation are sorely needed in the further development of attempts at merit recognition in the areas touched upon here. We need not, and cannot, wait upon the results of research and experimentation before making progress, however. The work already being done in school systems reveals these general principles essential to the development of workable plans for merit recognition in personnel practices.

1. ALL STAFF MEMBERS need to know the bases upon which their services are evaluated.

2. DECISIONS as to what are the characteristics upon which services will be evaluated is a job which calls for cooperative participation by teachers, the administration and the school board.

3. BASES for collecting evidence of merit should be worked out together by teachers and administrators.

4. WHILE THE ADMINISTRATIVE STAFF must assume responsibility for recommendations and decisions of competence, teachers and other staff members need to have the opportunity of supplying evidence upon which these recommendations are formulated.

5. IN KEEPING RECORDS upon which merit is judged, emphasis should be on collecting evidence of competence rather than incompetence.

6. AN ESSENTIAL PART of any merit system is that whenever competence is questioned, the staff member (1) be given knowledge that competence

is questioned and in what areas and (2) be given ample opportunity to produce evidence either that the judgment was based upon erroneous or insufficient evidence, or else that the condition has been remedied.

7. AN ESSENTIAL PART of any merit system is that a variety of kinds of evidence be utilized in judging competence.

8. MORE THAN ONE PERSON needs to participate in evaluating evidence upon which recommendations are made in order to reduce as far as possible personal bias in interpreting evidence, some of which will inevitably be subjective.

9. PLANS FOR AN APPEAL by a staff member from a decision which seems to him unwarranted need to be carefully formulated and definite in nature. The plan needs to make such an appeal easy for the staff member and in the form of a review to make certain that the right decision has been reached rather than a trial either of the persons who have made the decision or of the staff member concerning whom the decision has been made.

10. IT IS IMPORTANT that all parties recognize that the purpose of a plan of recognition of merit is (1) to provide pupils with the best possible staff and (2) to encourage staff members to give their best services.

Personnel Policies

Several principles of personnel administration are developed in a new bulletin published by the State Department of Public Instruction in Michigan. They include:

Democratic cooperation in the development of educational policy for a school system must be provided for in administrative organization.

The local education authority is responsible for developing local personnel policies based on maximal conditions of community support.

Administration is a cooperative function which should seek the participation of all persons interested in education.

Every school system should have a written school code which includes a comprehensive statement of personnel policies.

Effective permanent teacher personnel records should be maintained by the state education and also by every public school district.

Arnall Warns of Witchhunters

Ellis Arnall, former governor of Georgia, calls upon educators to get into the fight against the thought police who are now attacking minority groups. His article, "Witchhunters and the Schools," will appear in the December issue. "There is no time to waste in debate," he says. "The educational establishment of America . . . must be the bulwark of the country."

SEVEN CONCEPTS OF SCHOOL PUBLIC RELATIONS

AMONG functions of the school administrator, those having to do with the administration of practices designed for the betterment of school public relations are least well defined. The lack of clear organization and definite purposes in this field is difficult to account for, since school administrators generally accept as a major task the maintenance of satisfactory relations with the community.

It may be suspected that in spite of some play on words (educational *interpretation*, for example) *school public relations* has some unfortunate connotations. It may be that whether the administrator speaks of educational interpretation, social interpretation or public relations, he feels he is speaking of administrative functions that are not quite respectable. And, surely, if advertising, *selling* the schools, personal advancement or other similar ends are the objects of the school public relations program, the embarrassment of the administrator may be his properly.

However, if it is demanded that the purposes behind school public relations activities be high educational purposes, and that the activities themselves be *necessary* ones in the educational program of the schools, the administrator may regard his administration of school public relations as a worthy activity.

A listing of concepts may be of service in defining the area of this administrative function and may indicate what may be expected in present day practice. The appellations, applied sometimes satirically, afford in themselves suggestions of the natures of the concepts described.

The "Little Nell" Concept—Prominent in any discussion of school public relations administration is the concept of it as a form of supplication. Whatever the stress, the campaign slogan is "Save Our Schools." The attitude is a prayerful one. The tone is that of an appeal. Emotion is high. The heart throb touches the voice as the cry goes out to save the schools, shivering in their rags,

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from the cold winds of adversity and the hardheartedness of the taxpayers.



Since Little Nell, by the nature of things, is often in need of rescue, supplication in her interest is not to be disapproved. But a program of school public relations consisting only of wild rides to the rescue would seem to develop a falling interest on the part of the public in spite of high emotion on the part of the supplicant. It has the added disadvantage of fixing attention upon weaknesses rather than upon strengths and upon discouragements rather than upon hopes. It does not appear that a lasting state of good public relations can be built thus.

The Ounce-of-Prevention Concept—The cautious whisper their worry about the pound of cure while administering their little vaccinations. The pricking and patching and dosing go on under the name of school public relations. The expectation is that bad times for schools will recur but that ill effects will be alleviated by whatever steps the schools can take in anticipation of hardship. The activities in school public relations compose what is called sometimes "interpreting the schools." It is felt that if the school patrons understand what the schools are trying to do and are doing, continued support may be

expected in all weathers. Since public understanding and acceptance are assurances of support, in some degree at least, interpretation of the educational program is highly desirable.

The weakness in building an entire program of school public relations on this concept is that the approach is essentially negative. It would appear that important progress or a dynamic program would not be brought about by an administration chiefly concerned with anticipation of storms ahead. Interpreting the schools to the public has a part in a program of school public relations conceived as educational leadership. The approach would be a positive one with all the strength of the positive.

The Fire Wagon Concept—A third understanding of the nature of school public relations administration would seem to make it the apparatus held in readiness for an alarm. When the fire breaks out, fire wagons roll with clanging bells and screaming sirens. When the danger is over, the equipment is put away for the next alarm and life at the firehouse is placid again. The superintendent of schools can file away his campaign posters, his handbills and his newspaper clippings. The board members can resume their regular assemblies in the quiet of the board meeting room. The teachers can move over beaten paths with no anxious glances toward the horizon. The shiny, red fire wagon stands ready in the firehouse.



It is desirable to have the equipment and the technics to meet emergencies. It is doubtful that school-community relations are fostered desirably by campaigns in times of

crisis. If the program of school public relations is built only on the fire wagon concept, it is likely that sooner or later the speeding fire wagon will be too late for the fire.

The Show Window Concept—Another concept may be called the



show window or putting-the-best-foot-forward concept. Exhibits, concerts, plays, newspaper notices and speakers' bureaus provide views of the school program. The school's show-worthy productions are selected for exhibit, causing a not uncommon confusion on the part of the uninitiated as to what the educational program as a whole consists of.

Activities which are less spectacular and more difficult to dramatize, although sometimes equally worthy or more worthy in educational benefit, are not in the show window, desirable though it may be to afford the community a complete understanding of the school. Plays, concerts, and other exhibits have their place in the school's program of public relations. But the show window concept in itself is insufficient as a concept of a long term, educationally progressive program of school public relations.

The Golden Stairs Concept—It seems that if some schoolmen were to an-



swer a question in all frankness, they would affirm their belief in school public relations administration as a means of climbing the professional ladder in their own careers. The school public relations program can become a beating of drums for individuals, especially administrators.

It is likely, of course, that any program of public relations will have as a concomitant the unintentioned spotlighting of persons in the school system. Among those persons, the superintendent of schools and other administrators would be prominent by virtue of their various positions.

It is likely that in honest embarrassment at the thought of such unintentioned advertisement many administrators refrain from doing that which should be done to interpret the school's work to the community. In this way, the concept of school public relations administration as a method of enhancing prestige and place affects the actions of both those who seek self advancement by such means and those who recoil at the thought.

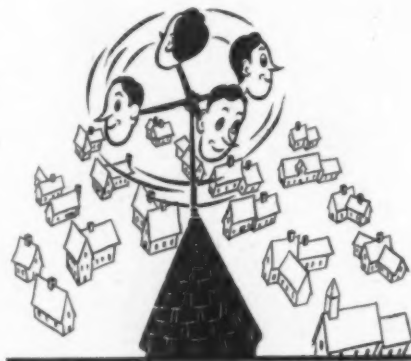
The golden stairs concept can be rejected as unworthy. The creating of a school public relations program with high objectives drawn from within the purposes of the educational program, and with personal references in the execution minimized as far as possible, will reduce the personal enhancement factor. Democratic administration with formulation of policy and plan, creation of program and administration of school public relations practices on as broad a base as possible will remove the superintendent from the appearance of self advertisement.

The Hands-Across-the-Table Concept—During the last ten years, the idea has grown that interpretation in school public relations is a two way process. Not only should the school be interpreted to the community but the community to the school. The community's needs and desires become important to the school and the measures taken to ascertain community opinion become part of the school public relations program. Some realization is had that the school does not provide all of the education of the child and that the community outside the school affects the school's endeavors.

To accomplish its objectives, the school, it is felt, must know the com-

munity, work with it, anticipate its wants and offer support to other community agencies having some educational objectives. A kind of marching together school-community cooperation is implied. The school is to be sensitive to the community to a greater degree while retaining independence in action.

However, in spite of having community interpretation as well as school interpretation, a school public relations program according to this concept would be still partial and unsatisfying in the light of present day educational objectives. A sensitivity to community need and desire is good for a public school system, yet a dynamic educational program must meet more than contemporary or local need and desire, and the administrator cannot be a weather vane meeting all the winds that



blow. Something more than an interpretation of the community to the school and an interpretation of the school to the community is needed, as the seventh concept of school public relations should reveal.

The Social Leadership Concept—To those who believe that life in our time requires social leadership of a high type to be had in a democracy only through education, none of the foregoing concepts is satisfactory. The rôle of public education is seen as research, study, resource service and leadership for the betterment of living. The educational program is seen as dynamic and purposeful, with its problems the urgent ones of community, national and world living. The needs of the individual are seen in the needs of a democratic society and the objectives of education are looked for in both the individual and his society.

It is held that *the solution of the urgent problems of our day cannot*

wait upon the coming-of-age of the child population but that solution must be arrived at by an adult population working through the agencies of democratic society. Enlightenment in social living and democracy must go on together, for the democratic nation depends upon the education of its people continuously in the democratic way of life. The school as the chief educational agency of society should be expected to provide leadership and resources whenever pressing social problems turn for their solutions upon the education or re-education of large groups.

The increasing complexity and greater scope of social problems in this period of our times call upon public education to undertake more than the training of future citizens and the passing on of the cultural heritage. Should the great structure of public education not meet the large problems thrust upon it, it is likely that other structures and other organizations will be created to meet the educational necessity.

It would appear that there must

be a dynamic educational leadership on the part of the school administrator and others, not only within the traditional province of the school but also throughout a community which is conceived to be as broad as the farthest reaches of the influence of a socially concerned, dynamic educational program. In trying to solve its problems, the community should find in its schools resources of information and assistance. The libraries, laboratories, shops, assembly halls, school personnel become resources in problem solving.

However, the community should find more than resource services in its educational system, important though such service is. In keeping with the root meaning of *education*, it should be expected that the community would find in its school the means for democratic leadership. No other social agency has so great a compulsion as has the school to offer leadership in community improvement, a leadership which must be democratic if it is to accomplish the great goods in living in a democracy.

The administration of school public relations in an educational program of dynamic social leadership is concerned with the practical problems of interrelationships of educational and other aspects of the community in a situation where the school is as large as its community is expansive.

Adult education, as well as public forums, the extended use of the schools with their grounds and equipment, community councils, community and school surveys, common educational undertakings by school and nonschool personnel, all are concerns of school public relations. Administration becomes, then, the means through which the school must work.

It is not too much to suggest that the social leadership concept of school public relations is the only concept worthy of an educational administration dedicated to the hard task of serving a democracy whose problems are complex, urgent and dependent for their solution upon public education.

"All God's Chillun Got Wings"

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TO WHIP or not to whip is no longer the question. To understand, to encourage, to love is. One of the main reasons, besides poor salaries, why many young people refuse to enter teaching is the bugaboo of discipline.

What would happen if prospective teachers and "old dyed in the wools" found out that discipline is the easiest phase of teaching? What is the magic word that makes the problem of discipline solve itself in 1, 2, 3 precision? It is: love.

Teaching is hard work enough without having lack of discipline to cope with. Use the secret formula, love, and teaching becomes what the entire educational process should be, fun. The hardship in teaching lies in planning and in keeping a growing curriculum pattern within a flexible philosophy built up around child interests as well as intellectual expansion.

There are no bad boys and girls.

There are children with complex problems. Naturally, they want to be appreciated. They need guidance in facing their problems. They yearn to be adjusted. "All God's chillun got wings."

The teacher who insists that all children have horns is not disappointed. Children give the type of response the teacher expects. If she will forget the outworn doctrine of original sin and look for wings, wings she will find. If they are weak, she can help the child to exercise them so they will grow strong.

Joan may not be able to work many of her arithmetic problems, but have you heard her sing? As a teacher, how would you like to be continually rebuffed for your ineffectiveness in some particular area? No, you would prefer to be praised for your proficiency.

Full time can't be spent in teaching when rapport is not established between teacher and pupil which

makes a nod or a smile get results rather than the old time slap, or the order to "Write it a hundred times," or the "yell" or the command to "stay in."

Following are some steps to good, happy classroom living.

1. Develop a sense of humor and keep it active.
2. Remember parental patterns are often to blame rather than the child.
3. Treat each child as you would want a teacher to treat your child.
4. Better still, treat each child as if he were your own.
5. Let your schoolroom be a workshop for cooperative living.
6. Help the child keep you in touch with the world he lives in.
7. See the good.
8. Close your ears and your eyes sometimes.
9. Make learning inviting.
10. Remember, in the words of the song, "All God's chillun got wings."

HOW TO GET A GOOD SCHOOL BOARD

WHILE many important studies have been made concerning the governmental machinery set up for the selection of school board members, and other studies have delved into the social beliefs and social composition of school boards, little has been done to determine just how a community gets a good school board and who or what has, in reality, been responsible for its superior quality.

An analysis of the school board selection experience in five communities during a period of ten years was made in an effort to gain some insight into this problem. Communities choosing their boards of education by popular election were selected, since this method is followed by most of them.

The questionnaire method covering large numbers of communities was discarded in favor of a limited study whereby an intensive case study could be made of a small number of communities via the interview. Despite the subjectivity of the interview as a method for gathering data, it was the only method by which facts of a confidential nature could be obtained. A key problem in the study was the development of adequate bases for evaluating school boards and school board members. This article proposes several fundamental considerations.

1. The Rôle of Education in American Society. Judgment of what should be considered a good school board or who should be considered a good school board member must be determined in relation to the function of public education. Democratic living is a dynamic concept, one which is in the process of "ever becoming." The school, then, if this point of view is accepted, should be a vital force not only in the perpetuation of a cooperative democratic society but also in its continued improvement.

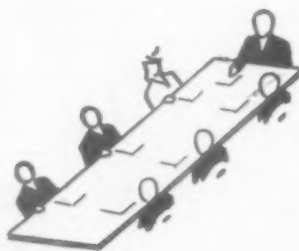
2. The Functions of the Board of Education in the American Community. Boards of education not only

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have the opportunity, but also, in reality, have the duty to assume a dominant rôle in educational leadership. Through the exercise of their policy making function they provide an operational framework for the schools so that education may carry out its part effectively.

3. Who Is a Desirable School Board Member? In the light of this function, just who would be considered a desirable board member? The recurring theme in current day statements is that of the able "good man" having faith in education as an instrument of democracy. The broad general nature of the qualities expounded are such that many persons possessing them could be found in most communities. There is no intention of setting up a narrowly conceived standard, specific in nature, which would envision a board of the elite. The point of vital importance here is the individual board member's ability to contribute to the formation of policies.



4. What Is a Desirable General Pattern in the Make-Up of a School Board? When the school board as a unit is considered, individual desirable qualities take on added meaning, for the operational effect of a community policy making body is unitary in character, and as such it must reflect the considered opinion of all elements in that community. Concern for the pattern of school board membership was given tremendous impetus by Counts' study in 1927 when it revealed the domi-

nant position held by favored economic groups in school boards throughout the country.

Developments in the field of social psychology also pointed out that the members of a minority controlling group are likely to reach conclusions on the basis of the same social facts which will differ markedly from those reached by other groups in the same community, regardless of how imbued with the qualities of social justice they may honestly believe themselves to be. These conclusions led Counts and Newlon to propose occupational representation as a method of obtaining broad socio-economic representation on public boards of education, while other educators proposed proportional representation and the use of a community advisory council to act as a nominating committee for obtaining board members.

The position taken here is that if a group's needs are to be given sympathetic and intelligent consideration in matters of policy making, only one who is a member of that group can bring out of his experience the continuing insight necessary to the formation of such policies.

5. How Should School Board Candidates Be Selected? If the school board is to carry out effectively its primary function of policy making, then ideally the make-up of the public board of education should reflect the heterogeneous interests, ideals and philosophies of various minority groups in the community. The problem, then, is how to achieve this "reflection."

For the purposes of analysis and discussion, the desirable product—the school board—has been treated separately from a consideration of the procedure involved in obtaining it. But this separation can only be effected in the mental processes, for, in the area of social experience, the sociologist and social psychologist have joined forces to produce a maxim that covers the situation; *what you get is inextricably tied up with what you do.*

6. Criteria for Evaluating Community Procedures Employed in Selecting Candidates for Public School Boards. The focus of attention, therefore, if light is to be shed upon the problem of obtaining a desirable school board, must be concentrated on an analysis of the methods and procedures actually operating in communities to produce both good and bad school boards. Turning, then, to the tenets of the democratic philosophy, a series of criteria has been developed which may be used in this evaluation.

CIVIC GROUPS SHOULD COOPERATE

The selection process should provide a means for each group which has a clearly identifiable set of interests to voice those interests and to make known its needs.

The selection process should promote the cooperative functioning of the various community groups to the end that agreement upon policies and general methods may be achieved. When participation either in the group or through the group is, itself, a common value sought for, then the goal may be both the end and the means. It will avail little to seem to reach that goal—the formulation of policies growing out of the popular will—if the process is restrictive and limiting in its effect.

The selection process should be free from partisan control, whether of a political, socio-economic, religious or so-called "patriotic" nature. When a clique is able to control the selection of candidates for the board of education, its motivation may be for other reasons than those of the altruist. Personal pecuniary gain as well as the furthering of political ambitions and desire for power may become prime factors in the selection of school board members, and even in the formulation of educational policy.

TURN ON THE SEARCHLIGHT

The selection process should be open to public evaluation. This criterion implements and buttresses the whole selective process. Time and again the history of human social behavior has shown the salutary effects derived from the searching light of public appraisal. All meetings having to do with the organization of the process and the actual selection itself should be open to the public. Second, there should be a

Selection of school board members should be a planned community activity. All groups should have a voice in making recommendations. Candidates should be required to state their views on various issues. Choice should be based on merit.

thorough coverage through the local press of all such meetings. Finally, a clear statement of the policies and purposes of any selecting committee or group should be given wide public circulation.

The selection process should be rooted in the people's experiences. Only when the people have the security of starting from a base with which they are familiar can they plan successfully for improvement.

The selection process should provide some means or basis for the public's evaluation of the candidates. This evaluation may be arrived at in a number of ways. The candidates may be asked to speak at a forum where they can state their views clearly on major issues. Here, too, they may be questioned by alert citizens on points on which they would otherwise refrain from committing themselves. Public statements in the local press may also be helpful in aiding the public to reach a decision on the relative merits of board candidates. However, if the public depends solely upon such methods as these for its evaluation, there is danger that a large number of citizens, through lack of knowledge, may be basing their judgments upon an inadequate conception of what a school board member is expected to do.

PUBLIC MUST BE EDUCATED

Of fundamental importance, therefore, to any selection process of candidates for policy making bodies in a democratic society is the education of the public concerning the functions of such bodies, the duties of their members and the qualifications which they should possess. Only when a program of this sort has been carried out can all citizens be expected to have an adequate basis upon which to select candidates for a board of education.

The selection process should be an integral part of the total effort at overall community planning. Few communities have reached the goal implied by this criterion but it is, nevertheless, eminently desirable. It

may be that communitywide participation in the selection of school board personnel will be a base from which the community may gradually extend public participation in the planning function to other activities. Certainly, if the public is participating in such an overall planning effort, the selection of school board personnel as well as other planning activities regarding the school should not be a separate unit isolated from all other planning activities in the community. Such a policy is likely to breed resentment as well as lack of sympathy for and understanding of the rôle of education in the life of the community.

FLEXIBILITY NEEDED

The selection process should be flexible in structure providing for orderly change either to meet new conditions or in response to criticism arising from public evaluation. The tendency to develop vested interests under a given procedure may be strong and the resulting solidification of structure relapsing into clique control can squeeze out effective public participation, leaving nothing but a structural shell of meaningless names.

The selection process should further adhere to the principle that candidates chosen according to the foregoing criteria are selected on the basis of individual merit and not primarily because they represent any special interest or group. Selection on any other basis than that each individual member is the representative of all the people is likely to lead to a detrimental emphasis upon the interests of constituent groups, whether they be geographical, economic, social, political or religious. A situation of this sort can easily develop into a bitter tug-of-war or bring about vicious trading practices in regard to the staff, the educational program and even building programs and building repairs. It is unlikely that policies so determined will be in the best interest of the children or the community.

CONSERVATION OF HUMAN RESOURCES

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Part Two

In the September issue the author described an experimental program developed in the Chicago public schools for training adolescents who had been originally classified as feeble-minded. Their I. Q.'s and social adjustments seem to have improved. The majority of those concerned later became gainfully employed.

THE Chicago experiment in reducing feeble-mindedness was completed on Dec. 31, 1943, and the preliminary report, released in June 1945, gave impetus to an extension of services for children formerly believed to be of limited mental capacity. Personnel in departments of special education visited the Special Education Clinics at Terre Haute to examine the basic data of the research, to study materials and methods of instruction and the administration of the experimental school program and to consider the duplication of the program elsewhere in whole or in part.

Two such duplications are in progress in Baltimore and at Kirksland Lake, Ont., Canada. In Baltimore the program is being studied by teachers of special classes in the regular public schools; this study began Sept. 1, 1947. The Canadian project was launched under the financial auspices of a group of united service organizations of the province and under the professional supervision of the Ontario department of education. The project, begun in April 1947, was transferred to the public schools at the beginning of the present term.

A third duplicate experiment was undertaken by Indiana State Teachers College on April 3, 1947; like those described above, it dates from September of this year. The Indiana

state college program, however, differs from the other two in that it represents the first such special class to be officially organized in the state for, until this year, the Hoosier state had no statutory provision for the education of the mentally handicapped in public day schools. The new special class, therefore, represents a major departure from orthodox educational programs in Indiana by the very fact that children of all ages and sizes are grouped together for work, study and play. It is also a departure from traditional curriculums, methods and basic philosophy.

The experimental special class was not the only effect of the Chicago experiment in Indiana. Realizing the need for adequately prepared professional personnel in this field, Indiana State Teachers College, in the

fall of 1946, organized its division of special education to fill a three-fold purpose: (1) to provide special classroom instruction for the seriously deviate children who are handicapped mentally, emotionally or physically; (2) to provide corrective or clinical services and guidance, where needed, for children, college youths and adults; (3) to train teachers, administrators and supervisors for departments of special education in public school systems and in state institutions.

The first and second purposes have been carried out by the establishment of classes for the emotionally maladjusted, the visually defective, the profoundly hard-of-hearing and for slow learners, the children in each of these groups being selected through the services of the Special Education Clinics of the division.

The clinics' personnel includes one full time and two part time school psychologists, two clinical psychologists, two speech correctionists, two hearing therapists, a vision diagnostician, a remedial reading specialist, a physiotherapist, a social worker, a consulting physician, a research assistant and a director who coordinates the various services. The clinics serve as diagnostic centers for pre-school and school-age children, college youths and adults.

In addition to the out-patient and consultant services mentioned, the



A partially sighted child takes a nonverbal intelligence test.



Acoustic training is given to a profoundly hard-of-hearing child.



A verbal test is taken by one of the pupils attending the clinics.



A telebinocular is used to detect defects of muscular coordination.

clinics also offer therapy programs in speech correction, auricular training, reading improvement and ocular retraining. These remedial programs are provided for children and college students who are found to be in need of them and, to the extent that personnel time permits, preschool children and adult members of the community are also included.

Carrying out of the third purpose of the teacher college program, that of providing for teacher and clinician training, is made possible by a close relation of the division of special education to the department of education, in the latter of which students complete at least their first year of prerequisite introductory courses before taking up specialized training. The division of special education uses its special classes, clinical and outpatient services as observation, demonstration and practice opportunities.

Additional observation can be done in the regular graded classes in the laboratory school and other city schools. Courses in theory, technical background and specialized methods and procedures are taught by the staff of the clinics, members devoting part of their time to such college instruction and the remainder to the provision of services through the application of technics.

TRAINING IS SUPERVISED

Students thus learn by means of lectures, observation of demonstrations, supervised practice and, finally, internships. However, while handicapped children serve as the "raw material" for special training, each phase of the training is under careful supervision, so as to avoid the harm that might accrue from well intentioned amateurs. In addition, a secondary group of staff mem-

bers carries full responsibility for the improvement program for the handicapped.

While most of such training must be offered in residence, Indiana State Teachers College has this year made available such theory courses as could be offered advantageously by extension at Danville, Ill., and plans the addition of extension centers at Rockville, Covington, Washington, and Knightstown, all in Indiana, for the coming year. To help meet the needs of numerous requests from teachers in service for this kind of training, a full double summer session of courses was provided, with additional intensive workshop periods preceding the first and following the last session. Courses have been developed not only for teachers and prospective teachers but also for nurses, social workers, recreation leaders and parents, all of whom wish a better understanding of the nature and needs of handicapped children and of how to help them.

LEGISLATION SUPPORTS PROGRAM

Part of the chain of events which have added interest in this field of teacher education, separate from the Chicago study but growing directly therefrom, has been the enactment of H.B. 163 by the Indiana general assembly on March 10, 1947, which is referred to popularly as the Special Classes Law. This act provides for all services which may be necessary for the physical, medical, dental, psychological, vocational and educational welfare of all children ranging in age from 5 through 21 who are mentally, emotionally or physically handicapped; it also provides for transportation, lunches, equipment, supplies, dormitories and subsistence, when necessary.

Minimum class size has been set

at one child and, so that no such deviate child may be neglected because of the poverty of a local community, for purposes of this act any services in any part of the state may be provided for any Indiana child regardless of his local address and of the excess cost of such services to be provided by the state.

NEED FOR TRAINED TEACHERS

This act brought to light the fact that 41,887 children in Indiana, aged from 6 to 16, were currently without formal education because they were too severely handicapped to profit from regular school attendance or state institutions were too crowded to admit them. The bill, passed with only two dissenting votes, became effective July 1, 1947, creating an immediate need for 478 specially trained teachers to implement this legislation in September. By the end of June, 192 had finished training at the Indiana state college. More have since qualified.

In June of this year, Governor Ralph F. Gates requested that a survey be made of each of the state institutions for a three-fold purpose: (1) to send back to their communities those children who should never have been institutionalized had Indiana provided an adequate program of special education to meet their needs; (2) to revise the psycho-educational programs of the institutions, and (3) to provide an in-service training course for the institutional staffs so that children not returnable to their natural or foster families can still benefit from improved teaching.

A preliminary inspection and survey were completed in June which give reason to believe that the final survey will return to natural family life and productive community living large numbers of children.

TEACHERS' MEETINGS CAN BE ENJOYED

THE teachers' meeting can be, and sometimes is, a gathering where the individual receives ideas and inspiration, has some light shed on her particular problems and possibly hears a sympathetic discussion about them. But too many teachers' meetings fall into the class of things to anticipate with foreboding. Too often they come under one or more of the following groupings:

A **BORESOME DISCUSSION** of vague aims, clouded by professional jargon which the speaker himself understands only imperfectly and most of his audience, not at all.

AN **OPPORTUNITY FOR FINDING FAULT** with the teachers present for professional shortcomings, laxities in discipline, failure to carry out directions.

A **WEARISOME DISCUSSION** of localized regulations and customs, such as the width of the margin on written work; a two line *versus* a three line heading; the proper procedure for making out certain local reports or forms; the elimination of certain pages or paragraphs in a textbook.

A **DISCUSSION** of certain behavior problems.

AN **OCCASION FOR AN ACRIMONIOUS** and vituperative argument between two or three disgruntled teachers who do not agree with the aims of the administration or its policies. No one can argue in quite so vitriolic a fashion as a schoolteacher of some years' standing.

ONE OF THOSE **HESITANT MEETINGS** where the leader tries to draw out individual comments or opinions, only to be greeted most of the time with the blank silence that corresponds to "I don't know," or the classroom or, worse still, gives the inference, "I'm not interested."

SUCCESSFUL MEETINGS PLANNED

Themes for discussion cannot be expected to come up haphazardly. To hold a meeting in the hope that some teacher will bring up a subject

JAMES NEWELL EMERY

Principal, James C. Potter School
Pawtucket, R. I.

that will serve for discussion and make a worthwhile session is taking the same chance as when you send in a question to one of the popular radio programs with the hope of collecting \$5 for your efforts. Once in a while you cash in but you can't count on it for a steady income.

Any meeting, large or small, must be planned with a definite theme or subject outlined beforehand, which is introduced by the leader; it must be outlined in sufficient detail so that it can be understood and, if desired, discussed by the teachers in a group.

What form shall the teachers' meeting take? Shall it be a cozy, informal discussion, with everyone sitting down around a table in complete informality? Or shall it be one of those more pretentious gatherings where the leader stands and delivers a formal talk? Shall discussion from the floor be encouraged, invited, tolerated or frowned upon?

IT DEPENDS UPON THE GROUP

The answer is that the procedure must be governed largely by the nature of the group, its size, its closeness to the speaker and so on. In the case of a small school with, say, from six to a dozen teachers, it would seem to be an almost ideal arrangement to gather informally about a table or desk, with everyone seated, including the leader, and have the discussion as unceremonious as that of a college seminar. A close and real understanding may be established this way.

On the other hand, the principal of a large senior or junior high school with a faculty of 40 or 50 or the superintendent of a school system who has 200 or 300 teachers on his force can hardly expect to group them in so informal a fashion. The

physical handling of a group like this must differ from that of the informal conference. It needs a fair sized room, possibly a small hall.

And the school man who has ever studied crowd psychology knows that there is a wide difference in the type of presentation to be used for a group of five or six and the type employed for several hundred. If he hasn't had these studies in elementary psychology, his plain common sense will soon make him aware of this difference.

THERE MUST BE A REASON!

However, regardless of the size of the teachers' meeting or its frequency, *there must be a definite and valid reason for calling it*. Holding a meeting just because custom demands that it be held at stated periods as part of the routine administration is almost an assurance that the meeting will be simply a routine gathering and nothing more than that.

The teachers' meeting labors under another handicap. For various reasons of necessity it is called either late in the afternoon at the close of a working day or occasionally on a Saturday, in what the teacher regards as her own time. In either case the teacher is likely to be more or less resentful of the interruption in what she rightfully regards as time which belongs to her. She attends the meeting in a frame of mind which may be summed up as: "Well, let's have it and get it out of the way. I had to break an appointment with the hairdresser, and I'll be late to supper—and I had a date with the boy friend to go to the movies tonight, too."

Before the meeting is called, the teacher has usually finished her day's work. She is tired, irritable and preoccupied, and in no mood to give more than perfunctory attention to minor professional problems or to sit patiently through the talk of an indifferent speaker, especially if she

considers that the points under discussion don't concern her.

To the speaker the topics he presents seem vitally important and he is at a loss to understand why his points are only indifferently received by a bored group of teachers.

In view of all this, it can be seen that the teachers' meeting, to be successful, must have a valid reason for being called; it must have a worthwhile topic to present; that topic must be discussed in a vivid, interesting fashion, briefly and concisely, without waste of time or wearisome preambles or longwinded and acrid asides.

The success of the meeting depends almost wholly on its leader. He should have the subject, the time to be allotted, the method of treatment well planned beforehand. It is no place for impromptu guesswork or hoping for a ray of inspiration to come to his rescue that will turn a banal discussion into something worthy of attention.

Not many of us are gifted with the power to lift one of these gatherings out of mediocrity and make it an hour that will cause everyone to leave feeling that the time was well spent, rather than complaining about the wasted hour at the close of the day. But if we do possess that gift, if we make use of it to solve the problems of those under our supervision, to give them the help they need and desire, then we can feel we have accomplished something.

It's not a bad idea for any school administrator or for a teacher to keep notes on certain situations that are bound to come up. "Could I have handled that situation better? What are the basic principles under this problem? How can I avoid those difficulties next time? What should the school policy be in such a situation? Was I firm in dealing with this case, or just pigheaded? Did I diplomatically avoid trouble or did I sidestep responsibility?"

SOME TOPICS FOR DISCUSSIONS

Let's this discussion be styled critical, rather than constructive, some 10 subjects that might well form the basis for meetings are included here:

1. **The problem of the visiting parent** who keeps you from your work by standing in the corridor and discussing a particular child while your class is losing a lesson and oftentimes getting



There must be a valid reason for calling a teachers' meeting; the leader must present his topics in an interesting manner.

into real disorder. Ways to terminate the interview without friction and to keep from antagonizing the parent.

2. **The problem of the backward, overage child** who you think should be in a special room. Should he or shouldn't he? Is a child better off in a room of this type or in the regular classroom? What special help can you give him?

3. **The staying-after-school problem** as it affects pupil and teacher.

4. **The teacher in the classroom**—voice, dress, manner, saving or wasting time in routine matters, irritability, futile punishments, making threats that she doesn't intend to carry out.

5. **Recess**, its problems and difficulties. Is the old-time recess outmoded? Disciplinary difficulties, noise, quarrels, accidents, complaints by parents.

6. **Some visual aids** for classroom use.

7. **Some applied professional ethics.**

8. **The problem of the note** that is sent to parents. Is a note better than a personal interview? How can you be sure it will reach the parent?

9. **Do teachers really know** their subject matter? What would you do if you were a parent and knew that

your child's teacher was teaching him inaccurate spelling, incorrect pronunciation and actual misinformation? What are some of your own commonest mistakes and inaccuracies?

10. **Why do girls go into teaching?** The competition a teacher must meet to hold her job against newcomers.

These are but a few of the situations that come up in actual experience. Through the doors of your building pours a never ceasing stream of boys and girls, men and women in the making. In the larger schools they form a community in themselves, often larger than many a country town. They bring their problems, their quarrels, their likes and aversions with them.

Not a bad idea, too, to take up a little of the human side of school relations in teachers' meetings. The technical side, including such matters as remedial reading, processes in arithmetic, curriculum making, tests, intelligence testing, is all well enough, but in our relations with parents and pupils we are dealing with human beings as well as textbooks, modes and medians.

FEDERAL AID A DIVISIVE FACTOR

I HAVE read with much interest the articles concerning public funds for parochial education in *The NATION'S SCHOOLS*. I have appreciated the pointed dangers in allowing tax monies to be used for the advancement of any one creed in a democracy. There is another angle that I should like to discuss briefly.

For twenty years I have advocated consolidation of small school districts. I have worked hard to bring about a unification of school government which will make our American schools economically and educationally sound. Many other schoolmen have done likewise. The one room rural school has been so deeply rooted in the lives of the people of its community that its eradication has been all but impossible.

I am just beginning to see light. Small school districts about us are seeking to consolidate with small community schools; the state has been divided into high school areas; schools under 200 in enrollment are asking to be consolidated with nearby schools of similar small enrollments. The day has finally come when we shall enjoy a reasonably large school government with a broadened tax base which will ensure better educational opportunity for all.

NOW COMES THIS NEW DEMAND

Just as we are getting our breath from the work done in our campaign and are about to roll up our sleeves to go to work in planning for these better schools, along comes this demand for public tax monies for parochial schools. I am a superintendent in a community of about 1800 people. One churchman has informed me that if another one of our churches builds a school building and is allowed public funds his church is also going to start a school program.

There are seven churches in our small community located within the city limits and 10 churches located within our school area. This makes a possibility of 17 schools. Any educator knows that in order to have education at its best a school must be large enough to demand certain per-

CARL E. SOLBERG

Superintendent, Cannon Falls, Minn.

sonnel for its operation from teachers to janitors to clerks to librarians. Just as we have finished the battle for improved schools by joining forces civically, along comes another idea to divide the schools again according to religious creeds. I am disgusted and tired.

Do we Americans have to be divided in everything? Can't there be some agency which will teach us all to live together regardless of our faiths, our politics, our races, our nationalities and our other diversities? The public school is today about the only such agency left where everybody is a member, where everybody is welcome, where we learn to live together, work together and play together.

The lodges, clubs, churches, societies and organizations are closed to certain people because of membership requirements. These agencies all operate with a big sign, "Members Only." There is no place any more for the person who is not a joiner.

The public school has been the one agency still in existence where the Protestant, Catholic and Jew have stood poised side by side on the same gridiron team all striving for the same goal. Is not this important training even for those who are most ardent in their demands for parochial education?

I find that in my work as a school superintendent I must deal with people of all faiths. I happen to be a Lutheran but I can't carry on my day by day labors with Lutherans only; I must deal with all peoples. The public school taught me to do this.

The public school did much to train men for the war. The youngsters that were sent into that war did a magnificent job. Could we afford to divide our forces in time of war? Could we say, this is a regiment of Catholics, this is one of Lutherans, this is one of Baptists?

We Americans pride ourselves on being bound together socially and

civically for our fight to maintain our right of freedom of religion. If we divide according to religions in acquiring our purely social training we are going to defeat this purpose in education and it will lead to our losing our one great American heritage of the right to worship as we choose.

I recently heard a teacher at a meeting of teachers say: "After all, what is the ultimate in public education; is it not that we are only doing what we can to make it more possible for our pupils to prepare themselves for eternal salvation?"

WE TEACHERS AID CHURCHES

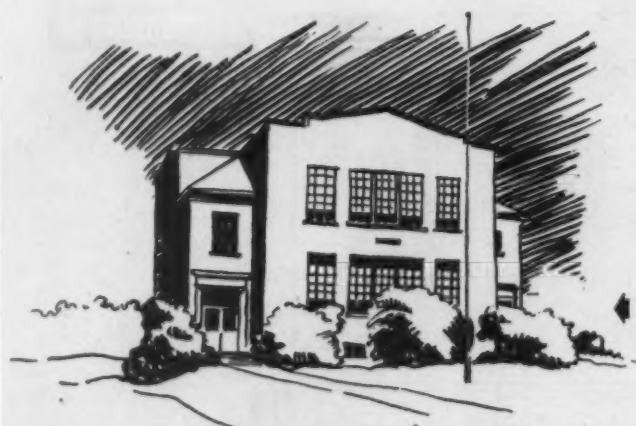
And so I could go on with incident after incident showing that we teachers in the public schools in general are aiding the churches. We do not preach any one faith but encourage our children to continue steadfastly in the creeds of their fathers and also to choose a church for themselves if they have not already had one chosen for them. What is this talk of ungodliness? The public school should be the churches' strongest ally and should receive their support rather than their accusation.

I consider myself a churchman. I was brought up in the best Christian atmosphere. I have always joined a church of my choice in communities where I have taught school. I have taught Sunday school for fifteen years. I believe that every person must have a spiritual training and that his spiritual life is an important part of him. I may not believe the doctrine of many of the other faiths but I would fight to the death for their right to believe as they do.

This spirit is going to assure every churchman in America the right to worship as he wishes. I learned this in a public school. My teachers taught me this and blessed are they in the sight of God for their teaching. It is time that leaders in church work and advocates for parochial education heed the words of our Great Teacher: Render therefore unto Caesar the things that are Caesar's and give unto God the things that are God's.

SCHOOLHOUSE PLANNING

*for Growth and
Community
Service*



◀ BEFORE



AFTER ▶

DO'S AND DON'T'S FOR REMODELING

MANY a school building erected twenty-five to forty years ago is under consideration today for remodeling, addition or abandonment. The present high cost of construction makes it economically unsound to abandon a structure that can be renovated to meet present day needs.

Enough Room?

PROBABLY ONE of the determining factors as to whether a school building should be remodeled and enlarged is the size of its present site. Five acres is the accepted minimum for an elementary school. However, experience has proved that this area is too small if provision is to be made for future growth of the school population.

The proper grouping of educational facilities is an aid to providing better education. Therefore, wise indeed is the school board that anticipates future needs and provides a site large enough for a school's growth over a period of from ten to twenty years.

Since today's school is fast becoming a center of community activities for adults as well as school children, these added needs require special consideration in planning.

Never Finished

IT HAS BEEN said that a school building is never finished. However, it sometimes happens that a school population shrinks instead of grows. With this in mind, it may be well in planning an addition to provide

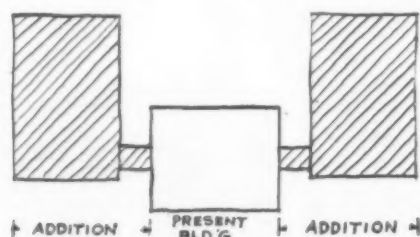


Fig. 1—An illustration of what is meant by the unit system.

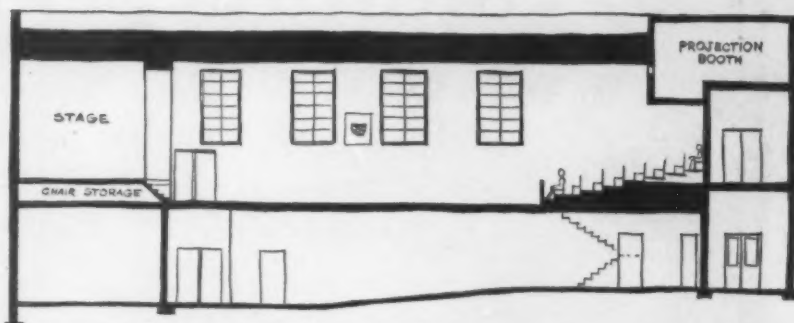


Fig. 2—Section of one type of combination gymnasium-auditorium.

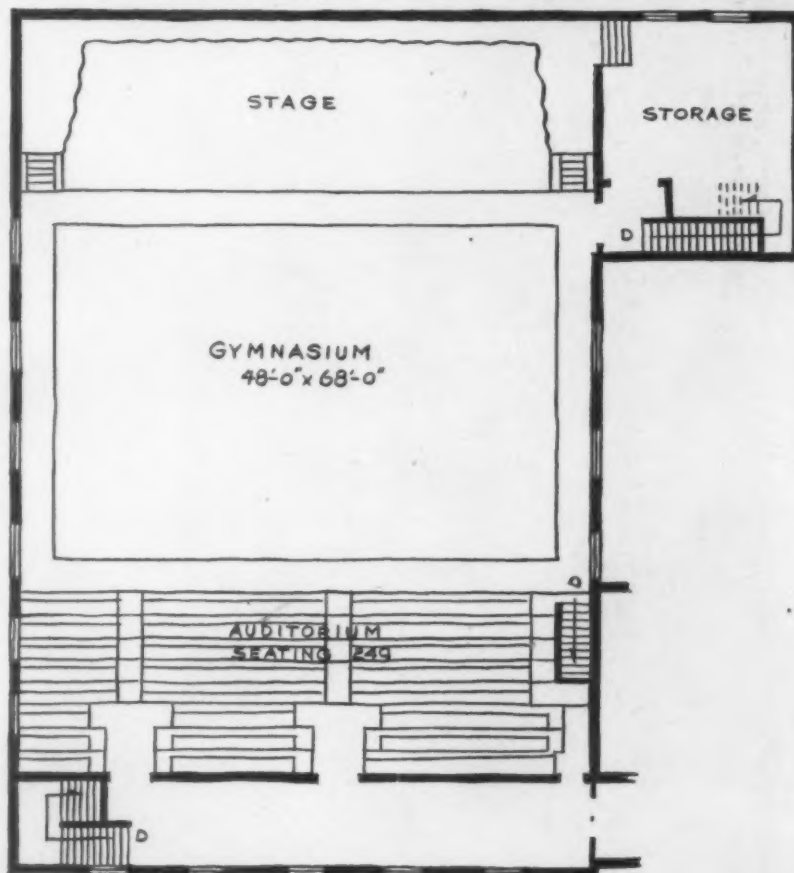


Fig. 3—Plan shows how stage must be viewed across gymnasium. Auditorium and gymnasium work cannot go on at same time.

the needed facilities in one or more units attached to the original building as seen in FIGURE 1, and so arranged that a unit may be abandoned for school use and devoted to other activities, if required. This type of plan may prove to be eco-

nomical in lessening the amount of alteration done to an old structure.

Logical Entrances

IT SEEMS to have been the practice in designing schools in the past to have an imposing central entrance.

This is still a logical feature of construction when the entrance leads to the auditorium and, perhaps, to the office. However, where there is no auditorium and there are staircases at the ends of a central corridor, it is natural for the children to leave the building by the grade entrances in connection with these staircases, where the bus stands generally are located. A central entrance under such conditions has no utility and the space involved might be put to better use.

Let in the Light

THE CLASSROOMS of the past often had insufficient window area and were poorly lighted and heated. Little thought seems to have been given to proper lighting in relation to chalkboards. The modern classroom should provide as much daylight as possible and also should have means of artificial lighting so as to compensate for changes in daylight. The ceilings should be acoustically treated, the floors should be of a resilient material and the wainscot impervious to discoloration.

Combine Large Spaces

EXPERIENCE DICTATES that generally the gymnasium and auditorium facilities should be housed in different spaces. Sometimes, for reasons of economy, it is advisable to combine the two. In either event, these facilities should be located at one end or at opposite ends of the classroom unit so that they are directly accessible to the public, an arrangement which obviates traffic in the classroom corridors.

Whereas the gymnasium of the past was seldom more than a play area, the modern gymnasium should include a basketball court and bleachers, as well as separate locker rooms, storerooms, toilet rooms, shower rooms and drying spaces for boys and girls. It also is desirable to have separate entrances to the boys' and girls' locker rooms, each with direct connection to the gymnasium floor and playing fields.

Space should be provided for the storage of playground equipment, such as baseball, basketball and football paraphernalia; an office for the playground director could be combined with it.

Often in the past a sliding parti-

tion was installed between two classrooms so that they could be thrown together and be used for assemblies. This type of assembly room never is practical for a school having more than four rooms.

The modern auditorium should be designed for public as well as school use. Besides an entrance for the public, it should provide direct access from the school corridor and should be conveniently located with respect to the cafeteria. Provision should be made for seats, stage, storage (including space for scenery and properties), public toilets and dress-

ing rooms or space that can be used for this purpose.

If the combination gymnasium-auditorium plan is adopted, it should be flexible in arrangement. Two of the better types are illustrated in the accompanying drawings. FIGURES 2 and 3 illustrate a standard type that is serviceable as either an auditorium or a gymnasium. Its disadvantages are that the stage must be viewed from the fixed seats across the width of the gymnasium and that gymnasium and auditorium activities cannot be carried on at the same time. Where

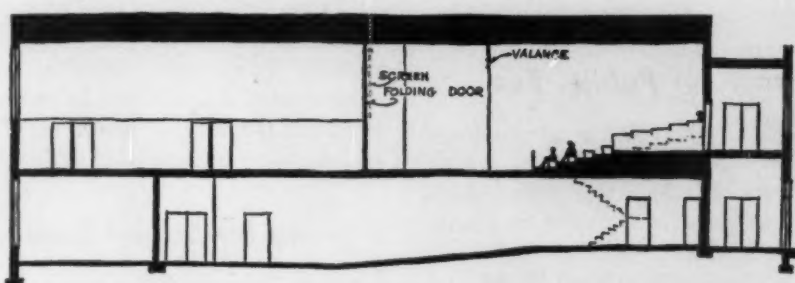


Fig. 4—Section of second type of combined gymnasium-auditorium.

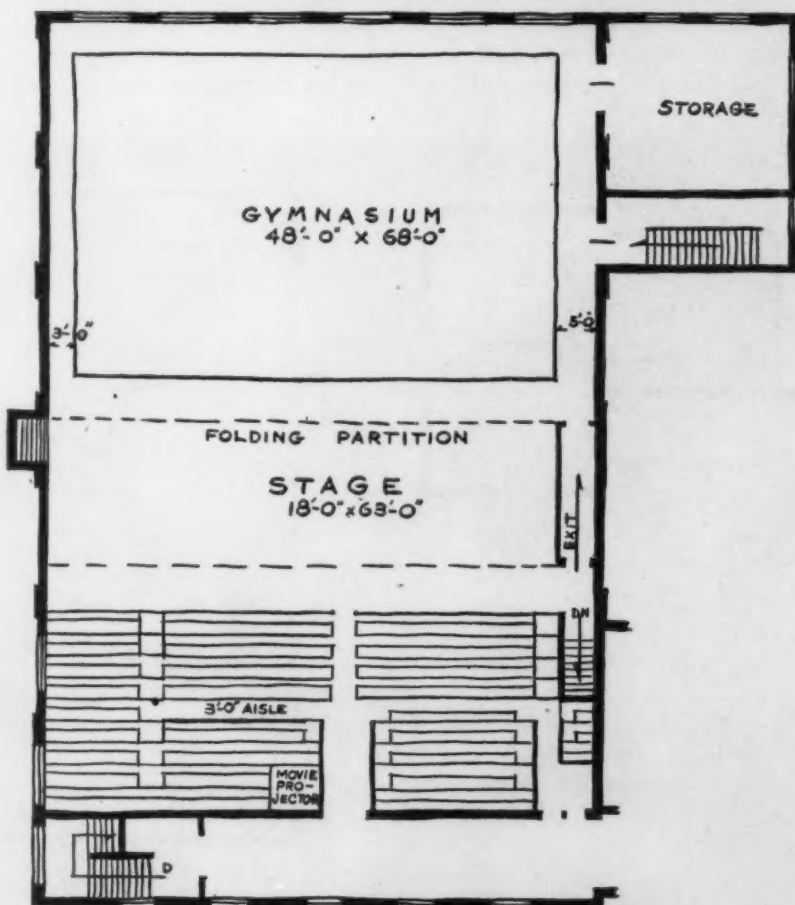


Fig. 5—Plan shows a different layout from Figs. 2 and 3, a sound resistant folding partition separating stage from gymnasium.

children are taking part in activities on the stage, the distance to the fixed seats is too great for satisfactory viewing. For lecture purposes this distance may be shortened by placing a speaker's table on the floor of the gymnasium in proper relation to the fixed seats.

FIGURES 4 and 5 show a more flexible plan. Here the stage is placed between the fixed seats and the gymnasium on the level of the gymnasium floor. The stage and gymnasium are separated by a sound resistant folding partition so that certain activities of each can be carried on at the same time.

Both schemes permit expansion of the seating capacity of the auditorium to accommodate large groups.

Library for Public, Too

IT IS SOMETIMES advantageous to have the school library serve the community also. An arrangement for this purpose is shown in FIGURE 6. The library should be of a size sufficient to seat at least 10 per cent of the school population comfortably. The desk in the scheme shown is conveniently located in relation to the doors to the school corridor and the public entrance. With

the doors leading to the private office and school corridor locked, the library may be used after school hours by the public.

Principal's Headquarters

WHAT WAS formerly called "the office" has grown by necessity into "the administration offices" in today's school. Generally, these consist of a public space, a clerical office, a vault, a private office for the principal, a closet and a toilet, as shown in FIGURE 6. These rooms should be located near the entrances that will be used by the public.

OFTEN THE ceiling height in the basement of the school to be remodeled is too low for classroom or secondary school use. In adding to an old building, it would be well to consider omitting the basement.

Housing for School Lunch

THE LUNCHROOM of the past, which has developed into the present day cafeteria, was a space where the children sat around on benches in more or less discomfort and ate a cold lunch brought from home. The

early cafeteria was designed for serving such foods as soup, hot chocolate, milk, sandwiches and ice cream. This type of arrangement is still adequate today in some individual instances.

However, the modern cafeteria usually includes a kitchen for preparing hot meals, equipped with ranges, a cook's table, space for preparing vegetables, a serving counter, a cashier's desk, a storage room, refrigerating space and a help's locker room and toilet, as shown in FIGURE 7. The cafeteria should be conveniently located with respect to the auditorium and gymnasium so that it may be used by the public.

Boiler Room Location

IN THE DAYS when hot air heating was used in schools, it was common practice to locate the furnace room in the center of the building directly under the corridor which was often of nonfireproof construction. This created a dangerous fire hazard.

Modern heating systems do not require that the boiler room be centrally located. Its location should be planned so as to provide for future building expansion.

Doctor's Quarters

THE PRACTICE of having the school nurse and doctor use the school office in connection with their duties is waning. Today the well equipped consolidated or central school has a health department consisting of a waiting room, an examination room, a nurse's room, a toilet and a supply room. FIGURE 8 shows how this can be arranged.

For Young Housekeepers

A HOME ECONOMICS department is fairly new in elementary schools. Today it will probably consist of two areas, one devoted to cooking and the other to sewing. The cooking department should include individual kitchen units complete with stove, sink, chalkboard and demonstration table. The clothing section should have sewing machines, ironing boards and wardrobes. Both should have ample storage space for supplies. FIGURE 9 shows how a home economics department could be laid out.

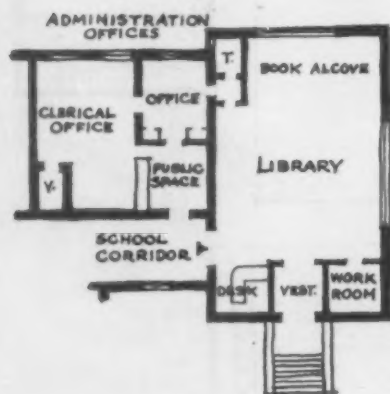


Fig. 6—(Left) Floor plan of office and library grouping convenient for public use.

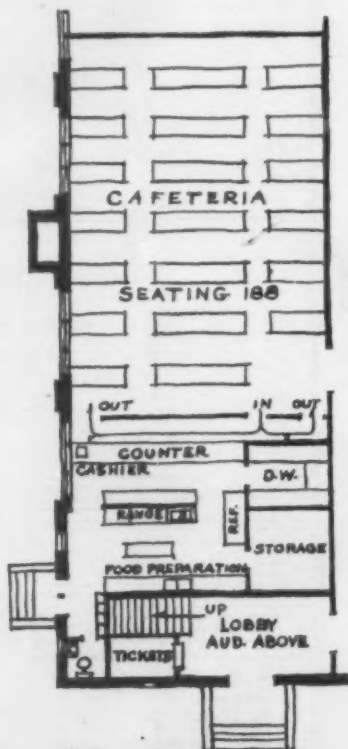


Fig. 7—(Right) Layout for a modern school cafeteria.

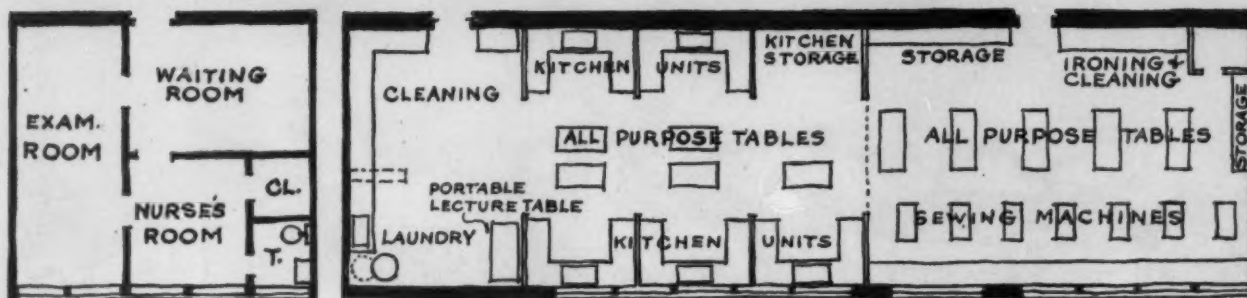


Fig. 8—(Left) The modern school health department should be separate from the school office.

Fig. 9—(Right) The home economics department has two areas, one for cooking, one for sewing.

When Planning Shop

THE SHOP should consist of a workroom, a finishing room, storage space for finished work and an office. The workroom should contain storage racks for materials, machines, benches, tools and a sink. The floor should be of resilient material, the ceiling should be treated acoustically and the walls should be constructed of acoustical block.

The shop should be located so that as little noise as possible will be carried to the classrooms. It should be designed so that lumber and materials may be conveniently brought in from the outside and placed in the racks and thence carried to the saws, planes and pupils' benches. Circulation within the department should be carefully studied so as to permit an unobstructed flow of materials and operations from stock racks through the shop and finishing room to storage for finished work.

The shop should be arranged so that the pupils do not block the aisles while working at the machines and benches, and the entire department should be visible to the teacher while giving instruction.

Questions for Architect

A SCHOOL BOARD may find it advisable to consult a school architect in deciding whether to abandon an existing school building for a new one or to remodel and add to a present structure; this is something which requires considerable technical study. Some points to be studied are:

What is the present structural condition of the building?

Will it tie in with an up to date addition?

Is it in good repair?

Can the present building be re-

finished to conform to a new addition?

Are the mechanical facilities adequate for present day requirements?

Is the building free from fire and accident hazards?

Are the existing spaces readily adaptable to modern school needs?

These are important factors that will govern the decision of the school architect in his recommendation to the board.

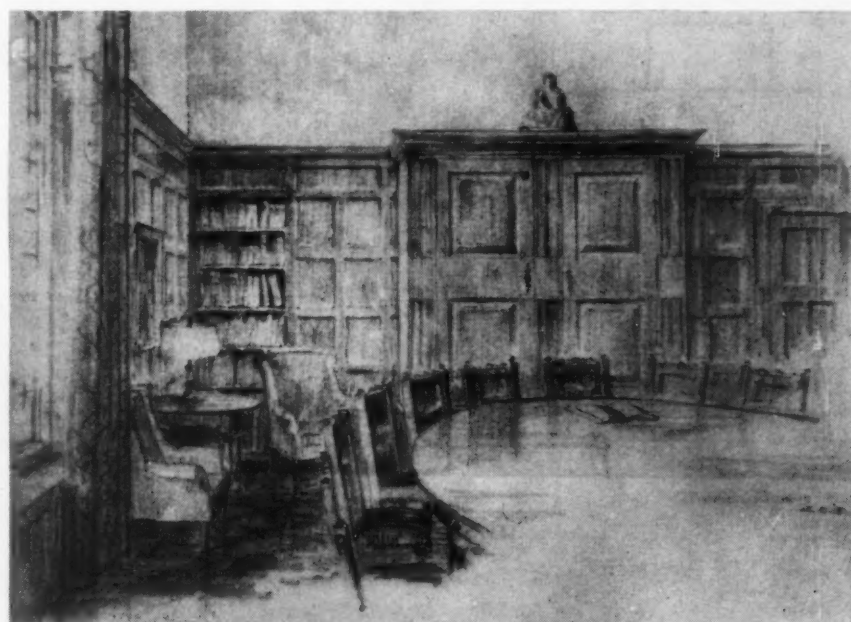
ACCENT ON THE HUMANITIES

The humanities are being brought into the limelight at the Hill School at Pottstown, Pa. The library there for the last five years has been a laboratory for devising ways of bringing the humanistic subjects up to the level of influence of the sciences and social studies.

Pictured below is the John M. Levis II Memorial Room, now under construction, which will replace the present humanities room. G. Edwin Brumbaugh, Gwynedd Valley, Pa.,

is the architect. Here, literature, music, the arts and crafts, the classics and modern languages, communication and religion can be studied.

The new "multisensory" room will be a place where recorded music, drama or poetry can be heard; pictures, slides or motion pictures shown; objects exhibited; reading matter assembled. It has been made possible by a gift of \$30,000 to the school by Mrs. Elma M. Levis, Chicago, in memory of her son.



Architect's drawing of the new humanities room.



WITH EMPHASIS ON THE COMMUNITY

JAMES C. GRAHAM

Superintendent, Aledo, Ill.

and **WALLACE S. ANDERSON**

Wm. F. Bernbrock, Architect, and Associates, Moline, Ill.

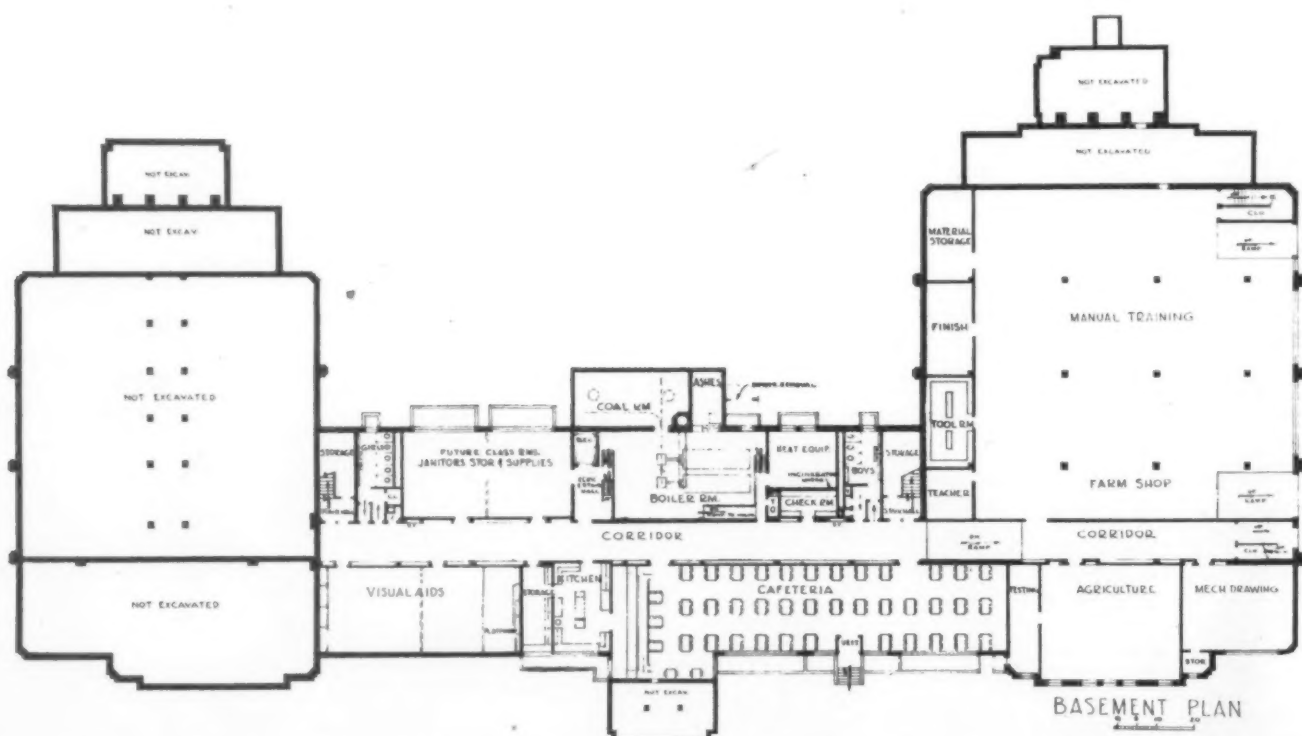
EARLY in 1940, Aledo, Ill., organized a community high school district comprising 104 sections which became known as Community High School District No. 110, Mercer County.

By this organization, a high school unit was formed with an enrollment of 250 students but it had neither a

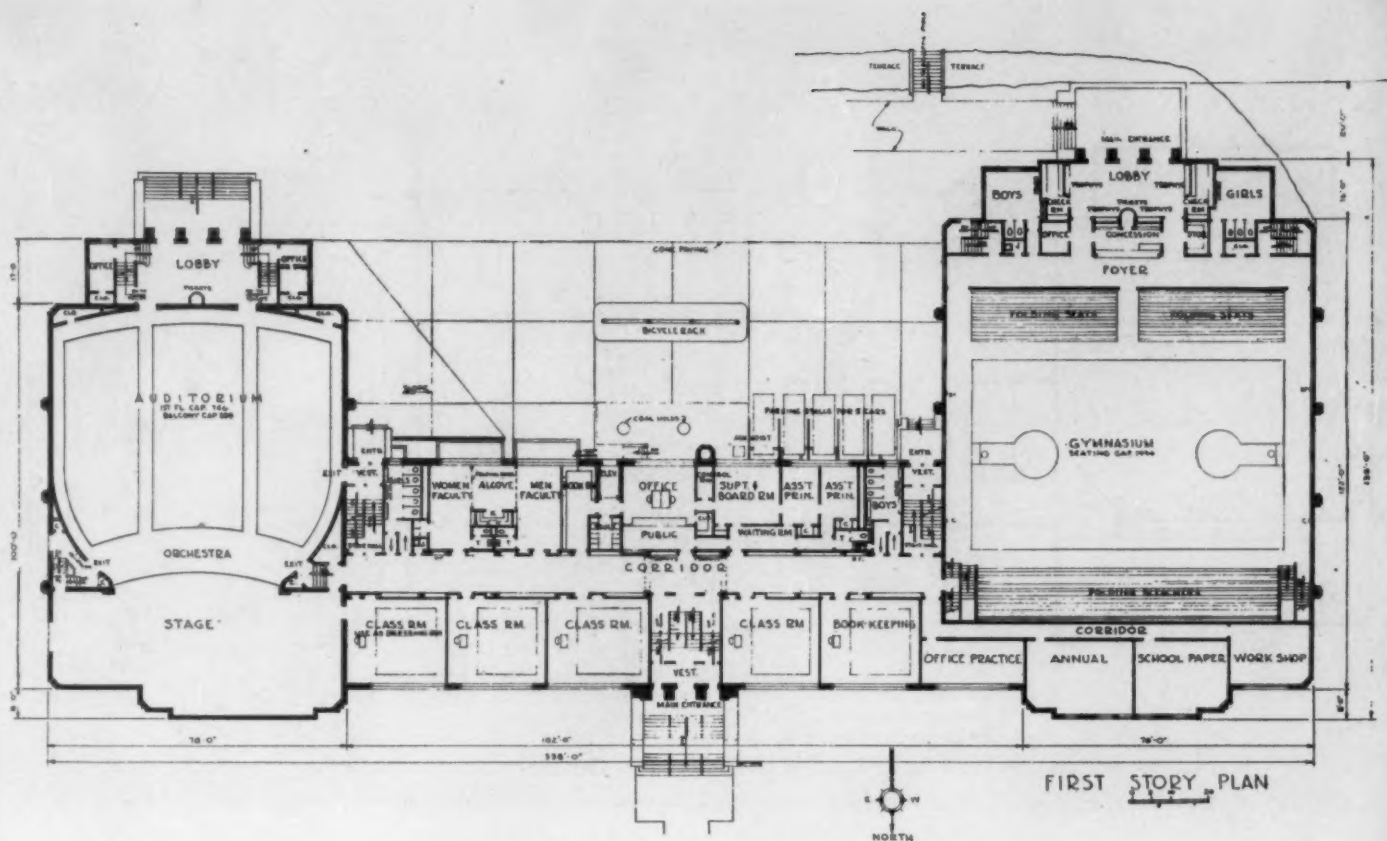
building nor equipment. A contract was, therefore, made for the purchase of equipment from the former unit district, and a lease for classroom space was negotiated.

As the result of a later increase

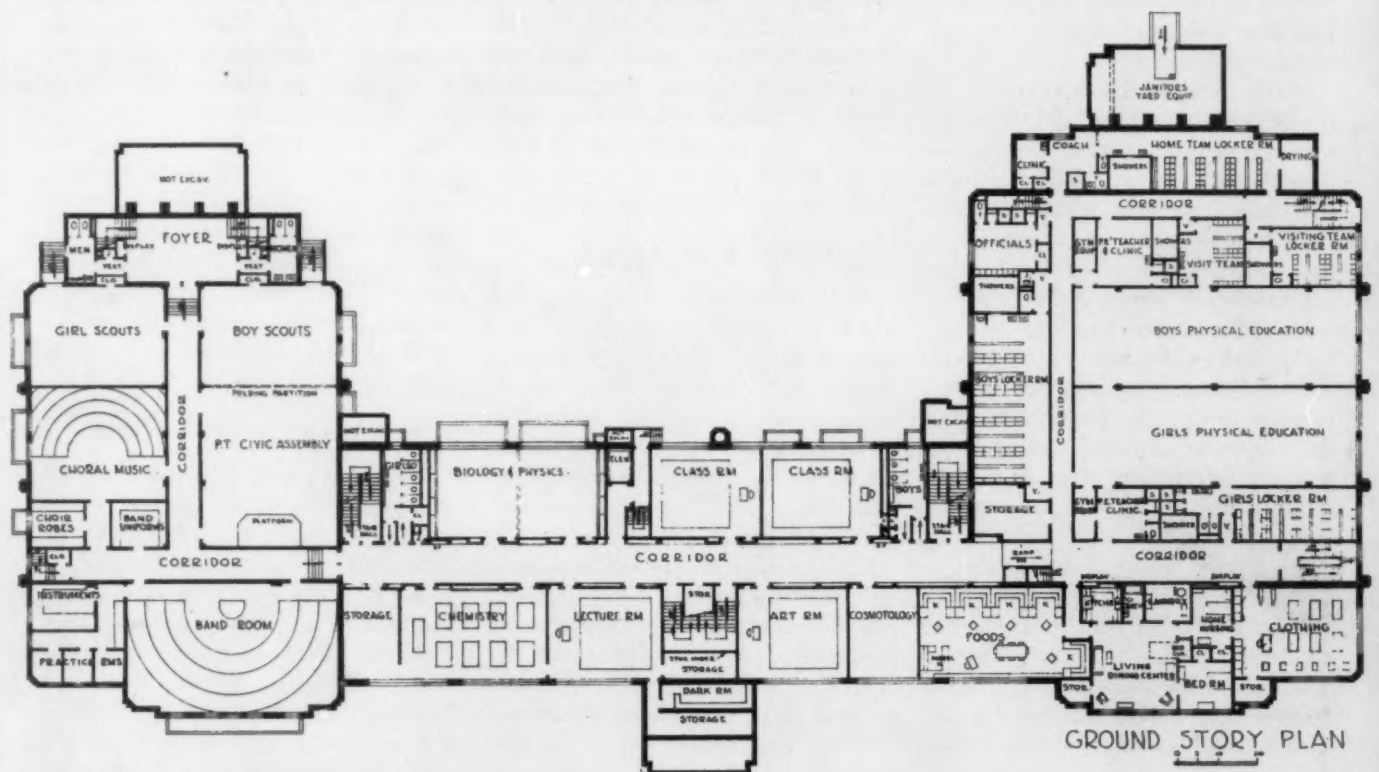
in school enrollment with subsequent demands for curriculum additions, an overcrowded condition has arisen, requiring more grade teachers and more grade classrooms. And this means less space for high school



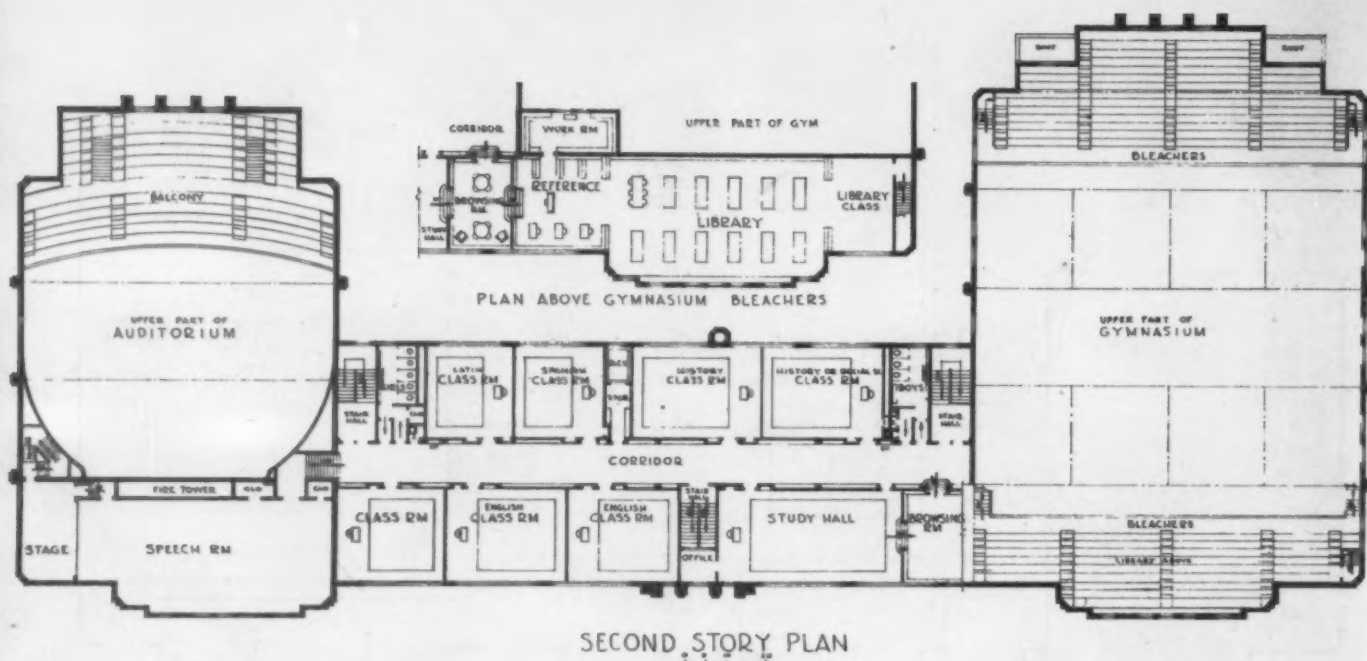
The topography has made possible an additional floor level for the main section and the gymnasium.



Plans show a three unit structure which includes a main educational building flanked by an auditorium and a gymnasium, these two facilities being adaptable for public use.



One unit contains a band room, choral room, girl scout and boy scout rooms. The other contains physical education rooms, showers, lockers and space for the use of visiting teams.



Classrooms, study halls and a speech room are located on the second floor. The space above the bleachers is occupied by a library, a reference room and a browsing room.

classes. Since this overcrowding of facilities is becoming more acute each year, the construction of a new building has now become an important necessity.

Much thought has been given by the board of education and the architectural firm chosen to design the new school to population trends, curriculum changes, school reorganization and community needs. It has seemed advisable to plan a three unit structure which will include a main educational building flanked by an auditorium and a gymnasium. The building was designed in this manner so that the public could use the auditorium and gymnasium without interfering with or handicapping the use of the educational unit.

CENTRAL LOCATION

A library, classrooms, laboratories, a cafeteria sufficient to care for approximately 500 students and administrative offices were planned for the central or educational portion of the building.

The east unit, or auditorium, will provide a large band room, a choral room, a girl scout and boy scout room and a civic assembly room which can be used for meetings of

the parent-teacher association. This can be expanded into a large assembly room by means of a folding partition. The auditorium with its balcony will seat more than 1000 persons and can be used both for pupil gatherings and for large community meetings and various functions, which can go on at the same time classes are in session, if need be.

ADDITIONAL FLOOR LEVEL

The topography of the site has made it possible to give the main portion of the building and the gymnasium an additional floor level. In the gymnasium unit, the lower level will house the manual arts department, the farm shop, the agriculture and mechanical drawing departments.

On the floor above will be located the showers for boys and girls to use in connection with their physical education work and showers for both the home and visiting basketball teams; also teachers' rooms and clinics. The north section of this unit will be devoted to a large home-making department.

The gymnasium will have a playing floor of maximum regulation size and folding and permanent bleachers which will accommodate

a crowd of some 2000 spectators.

The toilets on the first floor of the general educational unit will be located next to the stairs leading to the rear playground area where they will be available to students and others when school is not in session.

The new school building is to have a face brick exterior with Bedford stone trim. Floors will be of reinforced concrete, the stairs, corridors, cafeteria, kitchen toilets and other utility spaces being finished in terrazzo. All classrooms will have a light colored asphalt tile floor covering.

ATHLETIC FACILITIES PROVIDED

The new building will be erected on grounds owned by the Community High School District. The area will include a playground, a practice field, a natural stadium, a football playing field, a quarter mile track and 220 yard straightaway. To the south of the playing field is a baseball diamond, while on the east side of the property is the city park with its tennis courts, a swimming pool, picnic grounds and lodge, all of which blend in well with the school grounds and facilities. To the west of the athletic field is a country club golf course.



IT'S THE PERSONAL TOUCH THAT COUNTS

HARRIET L. SPENCER

Elementary Teacher, Public Schools
Grand Rapids, Mich.

BUILDING good human relations is a highly important phase of our work as educators. We do this through the day by day contacts we have with others. A superintendent meets with members of the school board, a janitor deals with a child, a parent interviews a principal.

Who the individuals are is not significant but the attitudes and feelings generated are vital and the emotional outcome of each contact is important. We, the agents of the state and local education function, from superintendent to custodian, daily help to translate our state's educational requirements and our local school policies to the public.

We are mindful, too, of our communities' needs and are ever desirous of change and progress in their behalf. So we mediate between these partners, the state and the community, since a mass citizenry cannot contact a total government. How well we mediate, how profitable and far-reaching our work is, depends on the day by day individual contacts we make with parents, children and others and their emotional outcomes.

WE CAN MAKE NO DISTINCTIONS

When you and I are dealing with one mother or another, with a principal, a teacher, a child, we cannot say, "She is a foreigner, so must be dealt with thus," or "She is from our poorest district and is not worthy of too much time." We cannot say, "She is a pedagogue," and "She is a novice" and "He is a child of slow thinking." These are negative attitudes and disparage both the person described and ourselves.

Everyone with whom we deal is an individual, with not only thoughts

and convictions to be considered but also a personality to be respected, feelings to be touched gently. Each contact we make is an opportunity for us to show ourselves at once intelligent toward a situation and sympathetic toward its uniqueness.

It may be that we can help translate the state's requirements to a specific individual and make the translation clear and pleasant. Or we may have an opportunity to voice a community need which might become the nucleus of a future change. More likely, however, the contact we have made is only a routine matter which calls for nothing more than normal respect for personality and a little human insight.

LIVE AND LET LIVE

If a teacher has a natural love for humanity, there cannot help but be wholesome emotional outcomes to her dealings with others. A problem at hand ceases to be a problem if good will attends it, even when principles involved are not seen eye to eye. Mutual understanding does not necessarily signify a change of conviction on the part of either person, but it does signify respect for divergence of opinion. One's own healthy personality and acceptance of another's are the keynotes to good human relations.

A school day is filled with events, each of which is significant, important. To each there is a positive or a negative approach. Wise is the educator who has learned the happy approach and fortunate are his associates.

A child returns to his classes after a long absence and stumbles over

unfamiliar processes in arithmetic, misses a high percentage of words in spelling and talks to great disadvantage or doesn't talk at all. He has missed much during his absence and, to his chargin, is expected to know all. It is the thoughtless teacher who is careless of his situation and is preoccupied with subject matter alone. She embarrasses him, hurts him beyond telling. Her consciousness of others is immature.

CHILD FROM A CONFUSED HOME

Another child comes from a home of divided interests, where there are much confusion, little peace, double allegiance. What do we know of such homes? Or knowing, what do we do? How well do we store up such a child's ever present trouble in our minds so that when he flares up before the group or breaks down in its presence, we are quick to help him?

Again, a weeping mother comes to the teacher to explain her child's prolonged absence. "But the nurse will arrange for the child to have the necessary surgery if you ask the principal to list his name for this service. Why don't you consult her concerning it?" The mother then describes her interview with the principal, the intolerant reception she was given because of her poverty and an evident prejudice. The following year she enrolls her child in the parochial school of that vicinity.

Another child has met with an accident at home. The parents are advised by their physician to bear with him for a considerable time to await the outcome. The child will, of necessity, suffer in the interval but science does not make hasty decisions. The principal sends an indignant attendance officer to make

a home call. His approach is unwise. Such an error is harmful to a parent's community spirit and to the sense of affiliation which he has come to believe exists between the home and school. Haste and lack of tact may create ill feelings which were not intended. On the other hand, a wholesome approach begets a wholesome response; consideration creates gratitude and lasting respect on the part of parents; personal touches are heartening.

The ways in which the community can be swayed in its attitudes are many. Building knowledge of the school and of its objectives is sometimes done purposely through the printed word: newspaper items, annual reports and other publications. But it is acquired mostly through child-parent and parent-staff contacts and the experiences of friends and acquaintances.

Through many overlapping activities, the townspeople become acquainted with the educational system as a whole; with the superintendent, supervisors, teachers; with the educational policies of the state and local authority and their goals and philosophies; with other school districts, nearby, cross-town or out of state, and their activities and ambitions, and with the entire mechanism known as the educational institution to which their children belong and a unit of which stands in the center of their community, to which they render support "whether or no."

Loyalties are strong in America. It is important that these natural loyalties have real bases for existing and that a neighborhood can refer with honest pride to its school. The school has its roots in deep soil. It is an institution established by our forefathers and is to be supported with

willingness and feeling. Unless this loyalty is coupled with memorable human experiences, it is lip loyalty only and various school projects are aborted or never conceived.

The financing of public education, research and experimentation and progressive legislation are dependent on public attitudes and understandings. These, in turn, are the result of the interest and enthusiasm of individuals which are the direct outgrowth of their contacts with, and personal impressions of, people like you and me—the educators in their community.

Every individual is unique. What each of us does when dealing with another makes a mark on that individual, on his associates, on the public. We are the interpreters of the school and it's the human personal touch that counts in building good human relations.

TIME TO MODERNIZE TRANSPORTATION

WILLIAM G. ECKLES

Professor of Education, University of Maryland

SINCE 1944, approximately 1500 new all-steel school buses have been purchased by counties and school districts in Mississippi to specifications approved by the state board of education. A plan for fleet purchase of buses was perfected. The 1500 new all steel buses replaced more than 2000 farm trucks, most of which had wooden bodies and were not safe or otherwise satisfactory for pupil transportation.

The new buses are operated by bus drivers who have successfully completed a minimum training program required by the state board of education.

Already 25 Mississippi counties have organized their own school bus maintenance programs and a staff of mechanics has been given intensive training in a state school in which the state board of education has had the cooperation of manufacturers of school bus chassis and school bus bodies.

While all school transportation equipment is purchased by county school boards or school district trustees, the entire procurement program, including specifications, pur-



chasing procedure and financing, is controlled by the state board of education. Upon application to the state board, the county school board may be authorized to issue short term notes to be paid in not more than six years to provide funds for the purchase of school buses. These notes are paid from current school funds. No county school board has been required to pay more than 1.75 per cent interest on school transportation equipment notes. All equipment purchases are authorized with the provision that the dealer be paid cash promptly upon delivery of the equipment.

The procurement plan adopted by the state board of education has been effective in several respects:

1. A reasonable share of equipment, manufactured during the years when equipment supplies were limited, has been obtained.

2. Effective fleet discounts have been available. School buses have been purchased at from \$1000 to \$1500 less than the prevailing retail prices.

3. Each school board purchasing equipment has had the choice of several approved makes of chassis and of school bus bodies and has not been required by the state board of education to purchase any one make of equipment.

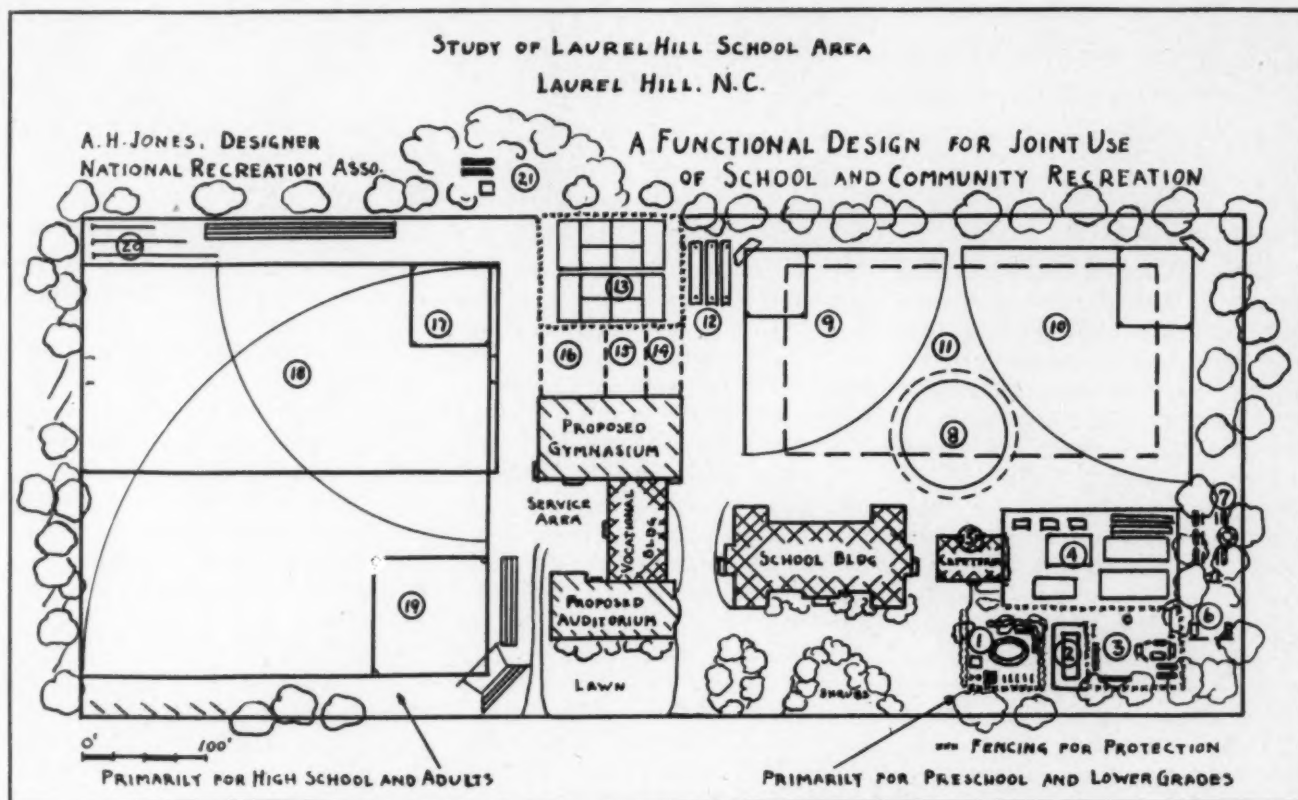
4. Although a large number of new all-steel buses have been added to the school fleet and many of them have been purchased with cash from current funds and payments have been made on transportation equipment notes at a rate greater than the deterioration of the bus, the per capita cost of school transportation has been reduced from \$23.58 for the 1943-44 session to \$23.21 for the 1944-45 session and \$23.22 for the 1945-46 session.

5. At this time, it appears likely that within three or four years all pupil transportation will be by safe buses operated by trained drivers and maintained by skilled maintenance mechanics.

FOR YEAR-ROUND RECREATION

V. C. MASON

Principal, Laurel Hill Public School
Laurel Hill, N. C.



LAUREL HILL Community School at Laurel Hill, N. C., serves a community of 1000 population together with the outlying and related rural area. The town population is made up largely of cotton mill employees. It has lacked a constructive community recreation program for many years.

In order to overcome this deficiency, a survey was made by a committee of Laurel Hill residents and

a representative of the National Recreation Association. As a result, plans were drawn up for a twelve month recreational program for both children and adults built around the school and its grounds.

The layout of buildings and grounds and the locations for the various activities are shown in the accompanying plan.

Key to Numbered Facilities

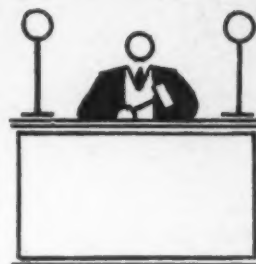
FOR SMALL CHILDREN

1. Tots' area: sand, small apparatus, benches for mothers.
2. Wading pool with spray, paved apron for hopscotch, children's shuffleboard.
3. Apparatus for older children: low fence, slides, swings, pole, balance beam, walking ladder, giant stride.
4. Multiple-use all-weather (paved) area: roller skating, square dancing, folk and music games, summer dances, badminton, deck tennis, volley ball and so on.
5. When new buildings are built, this will be remodeled to serve as combination shelter, toilet, youth canteen with snack bar, tables, supply room, office for recreation director, small meetings.
6. Under trees, quiet game area: craft tables, story telling, outdoor stage, council circle.
7. Game tables for checkers, chess; for adults' use also.
8. Open area for younger girls' games.

9. Girls' softball area.
10. Boys' softball area; can be used by adults.
11. Field for soccer, touch or six man football, field hockey. (7, 8, 9, 10, 11, intended for grade school children, with separate areas for boys and girls.)

FOR HIGH SCHOOL PUPILS AND ADULTS

12. Horseshoe pitching courts.
13. Two tennis courts (fenced).
14. Badminton court
15. Volleyball court } One end is sidewall of new gymnasium.
16. Basketball court }
17. Boys' hardball or additional softball diamond.
18. Regulation football, with provision for bleacher seats.
19. Regulation baseball, 325 foot batting range (baseline).
20. Archery range.
21. Picnic area: ovens and barbecue facilities, tables, benches.



CURRENT DECISIONS ON SCHOOL LAW

1. Can a license to use school auditorium be revoked?
2. Shall tuition be paid for children in orphans' home?
3. What information is essential for redistricting?
4. Can reorganization be approved without hearings?
5. What is a majority of qualified voters?
6. What constitutes "equal work" for equal pay?

1. ART AND POLITICS MIXED

Ruling: When a school board in New York State grants a license to a cultural society to hold a musical concert in a school auditorium on a specified date, without reserving a right to revoke, and charges a fee for the license, after which the society proceeds to contract with musical talent, print and sell tickets and make other customary arrangements, the board cannot summarily cancel the license a few days in advance of the scheduled date on the ground that it does not approve the political views of the world-renowned artist scheduled to sing at the concert.

"A license, coupled with an interest, is not revocable at will. . . . If that be the rule between private parties, it is no less the rule between a state or local governmental agency and a citizen. . . . There is not one law for the sovereign and another for the subject." *Cannon v. Towner*, (N. Y. Sup.), 70 N. Y. S. 2d 303 (1947).

Case: The Carver Cultural Society, an unincorporated association in Albany, applied for and received on September 30, 1946, a permit from the board of education to use the Philip Livingston Junior High School auditorium May 7, 1947, at a fee of \$50, for a public musical concert. In accord with its custom of bringing noted Negro artists and singers to Albany, the society proceeded with arrangements for a concert by Paul Robeson, contracting to pay him \$2000.

On April 22, 1947, the society received a letter from the superintendent of schools purporting to cancel the permit, stating no reason. Telephoned inquiries were referred to the

president of the board of education, who replied that "they would not have that man sing in the school building," and "you ought to know the reason," without further comment. The society then sought a temporary injunction to prevent interference with the scheduled concert, which was granted by the court.

It appeared that on the day of the attempted cancellation the mayor of the city had informed the president of the school board that the House Un-American Activities Committee in Washington had a dossier tending to indicate that Paul Robeson had Communist or fellow-traveler political views, whereupon the president of the board consulted with one other member of the board (the third member being temporarily absent from the city) and ordered the permit canceled.

The court noted that the statutes of the state authorize boards of education to grant the use of school buildings for six enumerated purposes, among which are musical concerts, and are silent as to possible revocation of permits except for one category of purposes—use for political meetings, polling places, or registration of voters. The court reasoned, in accord with standard rules of statutory interpretation, that the legislature had not intended to authorize revocation for the other uses.

Hence, the permit for the musical concert in this case had the elements of an enforceable contract and injunction was a proper remedy for anticipatory breach. "Concededly there is no property right in a license granted by governmental favor. Once given, however, it may not, save in

exceptional circumstances not here present, be taken away at the option or whim of the licensor."

2. RESIDENCE FOR SCHOOL PURPOSES

Ruling: Children residing at an incorporated orphans' home under denominational auspices, but non-sectarian in the sense that a majority of the children are not of that denomination, and some are committed to the home by agreement with public authorities, are entitled to tuition-free education provided by the public school district in which the orphans' home is located in Kansas. *Mariadahl Children's Home v. Bellegarde School District No. 23*, 163 Kan. 49, 180 P. 2d 612 (1947).

Case: The children's home had 21 children, most of whom were of school age, located in a school district having only about \$300,000 worth of taxable property. Kansas statutes provide that a child "whose family home with his father and mother is not available to him by reason of the separation of his parents, or the death of either or both of them, and who is living with a friend or relative or with a person who is a resident within the limits of the school district . . . , or when such person is contributing the major cost of the support of such child, shall be deemed to have a residence in such district, . . . in which he lives." The argument that the incorporated children's home is not a *person* could not be sustained. Incorporated institutions are generally *persons* in the eyes of the law. This legal concept is also in harmony with the beneficent public policy of making public school facilities available to all the children of all the people.

Comment: The case of a children's home located in a small rural school district affords another type of example of how difficult it is to recon-

cile the continued existence of such small districts with the idea of good and ample public school facilities for all children.

3. DISTRICT REORGANIZATION

Ruling: County plans for realignment of school district boundaries, prepared by county boards of education under the Ohio statute of 1943, must be in writing and must include not only the specification of the new boundaries but also a statement of the number of pupils affected by each transfer of territory, showing the grades such pupils attended and the school districts they attended immediately before the reorganization. *Heid et al. v. Hartline et al.*, (Ohio App.), 73 N. E. 2d 524 (1946).

Case: A plan adopted by the Tuscarawas County board of education did not include the statistics regarding the pupils affected by the changes, although the statute specifies that these data *shall* appear as a part of any such county plan. When challenged on this ground by a local school district within the county, the Tuscarawas plan in question was declared void by an Ohio court of appeals.

Although the word "shall" in a statute is not invariably construed as mandatory, it must be so interpreted when it relates to a duty of an administrative body directly affecting the interests of the public within its jurisdiction. The court also pointed out that the omitted information was of vital significance to all the districts concerned because it was essential to their planning and budgeting for the school year following the reorganization.

Comment: Where, as in Ohio, a county school district is merely an intermediate unit between the state and a number of local school districts within its borders and not itself responsible for the local support and administration of schools, manifestly it is under obligation to furnish the local districts with the detailed information essential to their own fiscal and educational planning when it promulgates a scheme of district reorganization.

4. MODIFIED REORGANIZATION

Ruling: The state superintendent of public instruction in Ohio is authorized to approve unconditionally or with minor modifications a county plan of district reorganization after

it has been formulated by the county board of education and local hearings have been held thereon, but he cannot at that stage approve a plan different in major respects from the plan which has previously been published and on which local hearings have been held. *Smith et al. v. Ray et al.*, (Ohio App.), 72 N. E. 2d 921 (1947).

Case: In preliminary deliberations the Shelby County board of education had contemplated consolidating the East Salem school district with two other districts to form a new district.

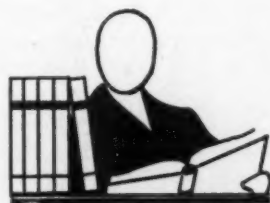
However, the plan for that purpose was never published, and the board eventually published and held hearings on a different scheme under which most of the territory of East Salem would be annexed to the Sidney school district.

The state superintendent approved this plan with modifications, restoring the three-district consolidation, as before.

This, thought an Ohio court of appeals, was a gross abuse of discretion and an overstepping of his statutory powers by the state superintendent of schools.

A change making a wholly different disposition of three of the 17 districts in the country was, in the opinion of the court, a totally new plan on which the necessary publication and hearings had not previously been had.

Comment: The case again illustrates that maintaining three echelons of authority, each with closely limited powers, inherently is a cumbersome system fraught with tortuous procedures and delays. A simpler system in which there would be one state authority and one local authority can be evolved if the county school district is made primarily responsible for the provision of local school facilities and legally constituted as one school administrative unit in which the interests of smaller localities will be heard and will be given consideration.



5. WHAT IS A MAJORITY?

Ruling: Unless a statute clearly declares otherwise, all qualified voters who absent themselves from an election duly called are presumed to assent to the expressed will of those voting, and therefore a majority of those voting is sufficient to carry a measure. *Cruzan et al. v. Kirk et al.*, (Okla.), 181 P. 2d 843 (1947).

Case: Abolition and annexation of a small school district in Oklahoma, having a total of 65 qualified voters, were carried by an actual vote of 23 against 17. This result of an election properly called was valid and unassailable.

6. EQUAL PAY FOR EQUAL WORK

Ruling: The Massachusetts statute stipulating that "Women teachers employed in the same grades and doing the same type of work with the same preparation and training as men teachers shall be paid at the same rate as men teachers" cannot be interpreted loosely to cover instances only remotely similar. *Murphy v. School Committee of Lawrence*, (Mass.), 73 N. E. 2d 835 (1947).

Case: A woman supervisor of arithmetic in grades four, five and six sought entitlement to the same pay as a male supervisor of manual training in grades six, seven and eight. He also had responsibility for the ordering of supplies. The woman had extensive academic education but the man was a journeyman carpenter with only a short normal school course. The case, said the court, was not covered by the statute. "The question is not whether these two teachers should get the same pay. That depends on many factors to be weighted by the school committee."

Comment: The statute, intended to prevent discrimination solely on the ground of sex, states a commendable forward-looking public policy; but differences in pay based on other important factors are at present left to the discretion of the local school authorities. The statute does no more than prohibit discrimination in cases where the other factors are equated. It barely touches the edge of the complex and difficult problem of devising salary schedules in which all relevant factors are given appropriate weights but in which sex alone is not a factor of discrimination.

Guide for Continuing Appraisal

RAYMOND A. GREEN

Principal, Newton High School, Newton, Mass.

and **CHARLES O. RICHTER**

Administrative Assistant to the Superintendent
Newton, Mass.

THE EVALUATION of teachers is a continuing process which should start prior to their appointment and continue throughout their careers. The Newton school system has recently taken steps to strengthen its methods of recruiting personnel and appraising the work of new teachers during their three year probationary period.

Applicants whose references and transcripts of credits indicate promise as teachers are invited to discuss their training and experience with an eligibility committee, composed of selected members of the administrative and supervisory staffs as well as several principals. Applicants who, in the judgment of the committee, possess the desired personal and professional qualities are placed on an eligibility list. As vacancies occur, they are visited at their work by the principal of the school in which the vacancy exists and by other members of the staff before the superintendent makes any recommendation for appointment. The final recommendation to the board of education represents, therefore, the judgment of several administrators and supervisors.

The success of probationary teachers is estimated through the use of a guide which was developed, at the request of the superintendent, by a committee selected from all levels of the school system.* The appraisal covers the teacher's personal qualifications, her teaching skills, her relations with pupils and associates and her promise of growth. The principal is requested to answer questions under each section. A space is also provided for the principal to write any judgment he feels is not adequately provided for under the questions. Since the study covers a three year period, it forms a basis for the principal's analysis of the teacher's growth in service prior to tenure.

During the probationary period,

*Copies of this form may be obtained upon application to the authors.

the principal and the teacher have frequent conferences on the character, quality and ways of improving the teacher's work. These conferences are based on visitation and the principal's judgments noted on the evaluation form. Both the teacher and the principal find the conferences helpful because they provide opportunities for each to clarify his position with respect to any weaknesses which may have appeared, to appraise the outcomes of earlier plans and to discuss the next steps toward the objectives which the teacher and principal set up together.

It is inevitable that differences of opinion between teacher and principal sometimes occur. Usually such differences are resolved during the principal-teacher conferences; occasionally, however, the replies to the questions on the guide reflect the failure of the teacher to agree with the principal's appraisal of certain phases of her work. If the latter situation exists, the guide goes to the superintendent's office, usually with

the two points of view on record.

In one instance, to the question on success in group control, "Does the teacher avoid autocratic domination when possible?" one principal noted, "Tends to be autocratic." Written alongside this remark was a notation, "She (the teacher) does not agree." On another guide, in answer to "Are democratic principles practiced in classes?" the principal wrote, "To some degree," and noted further, "She (the teacher) says 'to quite a degree.'"

Evidence exists that both principal and teacher are conscientious in the preparation of the guide as an evaluation of a teacher's work. On one record, under "additional comments you wish to make," the principal wrote, "I have gone over this report with Miss ——— almost item by item. Her reaction was good. She feels that she is open minded to change and not as traditional as I pictured her. She thought that this report in general was fair."

The principals have found another use for the guide. With increasing frequency, recommendations by principals for additional salary increments for teachers over and above that regularly scheduled are accompanied by the complete evaluations as supporting evidence. These become the bases for the superintendent's recommendations to the board of education. They also are made part of the teacher's record.

Creating School Minded Citizens

ALBION H. HORRALL

Late Superintendent, San Mateo, Calif.

and **JOHN D. HORRALL**

BY THE simple plan of having three basic committees to work with the superintendent, the San Mateo elementary school system has become a smoothly functioning organization composed not only of administrators and teachers but also of parents and pupils and the city itself has become community minded with respect to its schools. This has been accomplished within the relatively short period of six years.

This article was started by the late Albion Horrall, superintendent at San Mateo, Calif., just before his death. The manuscript was completed and submitted by his son, John D. Horrall of the San Francisco Call-Bulletin.

San Mateo is divided longitudinally by the main highway connecting San Francisco and Los Angeles and by the Southern Pacific Railroad. For many years it was divided horizontally by large estates that stretched from the city limits to the highway, thereby forming small pockets of real estate development. It was difficult for people to get from one section to another, which resulted in a certain amount of clanishness.

Realizing that a personal contact among teachers, parents and pupils is essential if citizens are to feel that they have an interest in all of the

city's schools, the superintendent started his experiment with the formation of a parents' advisory committee as the first side of a projected triangle which he had in mind.

Because San Mateo has a sprinkling of women who are former teachers, each school had an active parent-teacher association, interested mainly in its own school. One member from each school's organization was appointed to the parents' advisory committee.

PROBLEMS DISCUSSED

At their first meetings the members and the superintendent acquainted themselves with the problems of the school system. Discussions were limited to so-called "grudge" issues, such as report cards, home work and preparation for high school. However, as the meetings progressed, larger issues, such as courses of study, characteristics of children of various age groups and things parents can do to help teachers and children, came to the fore.

Success of the parent side of the parent-teacher-pupil triangle was soon proved in a citywide school bond election when the P.T.A.'s shouldered a major burden of the campaign's promotion and the issue carried by a $7\frac{1}{2}$ to 1 margin.

With each parent reporting on the discussions of the parents' advisory committee to her respective P.T.A. group, the superintendent felt that by the end of the first year a second side of the triangle could be added. A teachers' advisory committee was organized composed of one representative chosen by the president of the local teachers' association from each elementary school in the city. Membership was divided equally between upper and lower grade teachers.

When at times the committee had as members teachers from kindergarten through the eighth grade, a member was actually a representative not only of her school but also of all the teachers of her grade throughout the city. This enabled information to be relayed from the superintendent to all the teachers and vice versa.

Problems of a more technical nature were brought up at the teachers' meeting, such as the question of revision of report cards, salary schedules, allotment of credit toward professional growth for travel or committee work and other issues. A recent project has been the choosing

of the textbooks for social studies.

Then, with the idea of giving pupil representatives firsthand information of activities in other schools, the pupils' committee was formed. One representative from each school was elected to meet with the superintendent once a month. The pupils' group elected its own officers.

Each member explained the organization of the student body he represented at the first meeting, which gave the superintendent an opportunity to learn the strong and weak points of each group from the pupils' points of view. After this he could discuss the problems with the principals and reach a solution.

Now, four years after the organization of the first pupils' committee, most of the meetings are held at various schools on invitation from the student body.

During the war, the pupils' committee promoted many of the war activities conducted by the schools.

A contest for the promotion of bond and stamp sales, with a pennant awarded the school having the highest per pupil percentage of sales, was sponsored by it. Being chosen to represent a school on this committee is now considered a high honor by the pupils.

Through these three citywide committees, the superintendent has been able to keep closely in touch with parents, teachers and pupils of his schools. Besides maintaining a personal contact with all of them, he also finds time for working on his routine cost sheets, attendance reports, budgets and supply orders.

By showing all three groups what goes on in the schools of their community and by communicating with each of them through their own organizations, he has been able to clear up potential misunderstandings before they have developed. As a result, San Mateo has changed into a school-minded community.



British Information Service

EXPERIENCES IN COMMUNITY living are considered important by British educators, too. The accompanying illustration shows two students of the William Ellis School in North London, where an experiment is attracting much attention. The school's 240 boys (including 40 from France) moved to the town of Hemel Hempstead in Hertfordshire, England, for a two weeks' stay in hotted camps to study the life of the town. They

worked side by side with citizens engaged in industry, agriculture, business and other occupations. Shown here are 13 year old Derek Hatter, who was educated in the United States during the war, and David Mayers at work in a stonemason's yard. The boys and the teachers agreed that the experiment was well worth while and they hope to make a similar study next year of one of the major national industries in Great Britain.

CHILDREN SOLVE PICTURE SHORTAGE

H. V. COOPER

Superintendent, Vicksburg, Miss.

DEMOCRACY in education is as easy to write about as it is hard to achieve in the classroom. In the art department of the Vicksburg city schools there came, entirely by chance, an opportunity to prove that the latter can be done successfully.

New and hitherto untried art mediums had been introduced to the children of all grades in Bowmar Avenue School and the boys and girls had been encouraged to create for themselves, choosing their own mediums instead of following a stereotyped pattern. The great opportunity to practice creative democracy came when there was found to be a shortage in the number of pictures which had been purchased by the school to be hung in the various rooms to give an impetus to the development of art appreciation.

It was found that each room could have at least two pictures but that there was none left over for the school clinic. This was presented as a problem to the fifth and sixth grade children, who decided thereupon to paint a picture or pictures for that room. Murals were chosen as the type of picture to be painted and the children excitedly contemplated the various friezes that were

within their scope and understanding to produce.

They wanted a frieze that would be bright, gay and colorful, its subject to be of interest to children from the first to the sixth grades. Some of the suggestions offered by them included scenes from "Mother Goose," fairy stories, Mickey Mouse, airplanes, familiar stories and so on. Each grade was asked to inspect the wall space and to draw a rough sketch of its idea. Each child presented a sketch of his own personal idea for the mural, from among which several of the best in each room were chosen by the children.

These were turned over to a committee composed of the principal, elementary supervisor and a teacher from each of the lower grades. The committee, in turn, chose scenes from "The Three Little Pigs" drawn by a sixth grader and three scenes from familiar stories—one from "Hansel and Gretel," one from "Raggedy Ann" and "Raggedy Andy" and an imaginative scene from a fairy story.

Committees were appointed from each grade to obtain the correct dimensions for their pictures and to draw a plan of the room showing

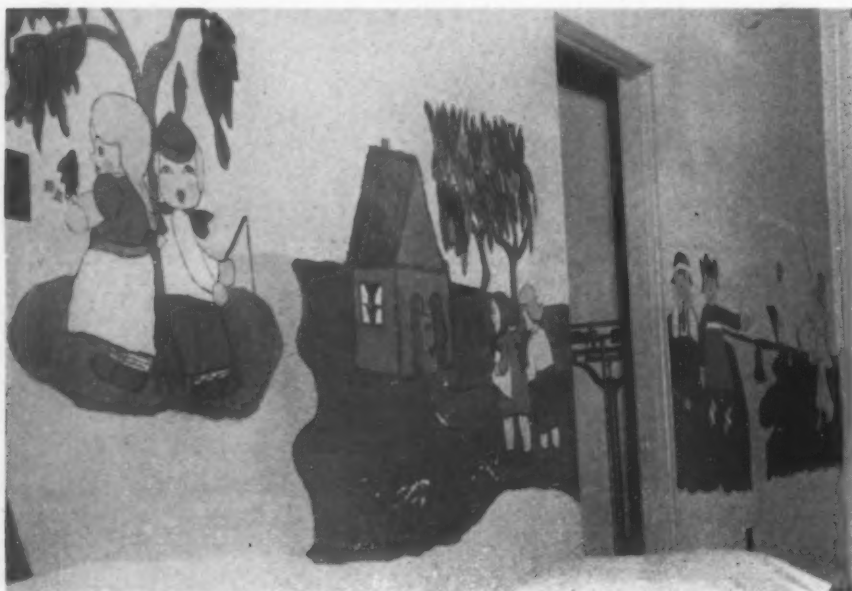
the location of doors and windows. Another committee measured and cut brown wrapping paper into the correct lengths. The depth was 36 inches.

The wrapping paper was thumbtacked to wall display boards in each classroom and the drawing was done with charcoal, each scene being assigned to a different group of children. When the entire mural was completed, holes were made with thumbtacks along the outlines. The wrapping paper pictures were placed in position on the walls of the clinic and secured with gummed tape. Other groups of children went over the original design with charcoal, which went through the holes and left a faint outline on the wall. All this was done with a minimum of smearing. Whatever markings were left were removed by a soft eraser.

ARTISTS ARE PREPARED

The colors to be used had been decided upon by the children while the drawing was still in the classroom so that everything was ready for the final painting, even the children themselves. Dry tempera was used, the colors being mixed in fruit jars which had tight fitting tops. Glue was added to the mixtures so that the paint would not flake off easily and the colors would last. Easel brushes were issued to the impatient artists and in a twinkling paint was being industriously but cautiously smeared upon the wall. Every child was given a chance to do his part, and the work was done by organized groups so that as little as possible was left to chance.

The result was remarkable from several angles. It filled the need for a picture for the school clinic; it more than satisfied the creative urge of the children, since it was their own work, and it proved that children, naturally creative, can have a democratic world all their own in the schoolroom where what they do is the result of their own choosing and their own decisions.



Children designed and planned their own mural for the school clinic.

Names IN THE NEWS

SUPERINTENDENTS



Thomas B. Portwood

Thomas B. Portwood, assistant superintendent of schools at San Antonio, Tex., since 1929, has been advanced to the superintendency for a three year term, succeeding **I. E. Stutsman**. Prior to his connection with the San Antonio schools, Mr. Portwood was superintendent at Atchison, Kan., for six years.

Homer L. Stevens, superintendent of schools at Springfield, Ohio, has assumed new duties as supervisor of secondary schools in Manatee County, Florida, with offices at Bradenton.

Palmer L. Ewing is now superintendent of schools at Rockford, Ill., having previously held the same post in the public school system of Alton, Ill., for five years and at Highland, Ill., before then. Last summer he was on the staff of the Administrative Institute of the University of Wisconsin.



Palmer L. Ewing

W. Amos Kincaid is the new superintendent of schools at Hempstead, N. Y.

Mrs. Resner Blikken, superintendent of schools in Valley County, Montana, has resigned and has been succeeded by **Mrs. Ruth Putz** who was deputy superintendent in Valley County.

Howard V. Littell, superintendent of schools at Saranac Lake, N. Y., for the last thirty-five years, has resigned.

Gilbert S. Willey, superintendent of schools at Pueblo, Colo., is now assistant superintendent at Lincoln, Neb.



N. D. Pulliam

Nolan D. Pulliam, superintendent of public instruction of the Arizona State Department of Education, has been appointed specialist for state school administration with the U. S. Office of Education. Dr. Pulliam was a major in the army air forces, having served from 1942 to 1945.

Russell Wilson, superintendent of schools at Alpena, Mich., is the new president of the Michigan Conference of City Superintendents.

Martin Essex, former superintendent of schools at Ferndale, Mich., has been elected superintendent of schools at Lakewood, Ohio. He took office November 1.

Ort L. Walter, formerly superintendent of schools at Goshen, Ind., is the new director of vocational rehabilitation for Indiana. He has served as deputy director in the northern Indiana area for the last two years.

Charles R. Thibadeau, superintendent of schools at Stamford, Conn., has resigned to accept a similar position at Belmont, Mass.

Arthur C. Ranheim, superintendent at Rapidan, Minn., has accepted a position as dean of men at Dana College, Blair, Neb.

Martin A. Helfer, superintendent at Massena, N. Y., has been made superintendent at Binghamton, N. Y. **Walter S. Wilson**, principal of Massena High School, succeeds to the superintendency.

PRINCIPALS

William P. Robinson of Tulsa, Okla., on special assignment for the last two years, specializing in public information, curriculum development, research and publications, has been made principal of John Ross School in that city, replacing **P. H. Cunningham** who is now principal of Pershing School. Mr. Cunningham replaces **Earl C. Denney** who is principal of Lincoln School filling the vacancy created by the retirement of **John A. McLeod**.

Edward J. Serven, principal of McKinley Elementary School, Newark, N. J., is the new principal of Webster Junior High School. **Warren A. Roe**, principal of Alexander Street and Speedway Avenue schools, is now principal of McKinley Junior High.

Roy Evans, assistant principal of Byrd High School at Shreveport, La., for the last ten years, has been appointed state supervisor of elementary education.

Gerald Y. Smith, principal of Hoke Smith School at Atlanta, Ga., has been named supervising principal of Atlanta's high schools in a revision of the city's top educational positions to meet the needs of the new community high school

program. **Garrett Keith**, principal of Maddox School, succeeds Mr. Smith at Hoke Smith.

Ellsworth Tompkins, principal of East High School at Paterson, N. J., has been appointed to the staff of the U. S. Office of Education to serve as specialist for large high schools. Mr. Tompkins has had more than twenty years background in radio program production.



E. Tompkins

Walter O. Ettinger, principal of Burrough Junior High School at Camden, N. J., has been made principal of Woodrow Wilson High School, succeeding **Everett B. Townsend Jr.**, resigned.

Brother John Joseph of Roxbury, Mass., is the new principal of St. Xavier High School, Louisville, Ky., replacing **Brother George Francis** who has been transferred to Roxbury.

C. E. Chamblee, principal of Emma Sansom High School at Gadsden, Ala., has resigned to accept a position as professor of chemistry at the University of Georgia's branch school at Atlanta.

Howard Gordon Spalding, principal of Nutley High School, Nutley, N. J., has been appointed principal of Davis High School at Mount Vernon, N. Y.

Myron W. Bowie of Kittery, N. H., who was discharged from the army in 1946 with the rank of major, is now principal and director of guidance at Hampton Junior High School, Portsmouth, N. H.

Joel W. Hadley, vice principal of Shortridge High School, Indianapolis, since 1932, has been made principal, succeeding **J. Dan Hull** who has joined the U. S. Office of Education in Washington, D. C.

W. F. Coslow, principal of Halleck Hall at Louisville, Ky., is the new assistant superintendent in charge of secondary schools in that city. **Sam V. Noe**, former principal of Eastern Junior High School, replaces him at Halleck Hall.

Charles J. Monan, assistant principal in charge of South Park High School Annex, Buffalo, N. Y., for the last ten years, has been appointed principal of Kensington High School in that city, filling the vacancy created by the death of **Thomas J. McDonnell**.

(Continued on Page 94.)

Chalk Dust

NOVEMBER

(With the help of the grade poets)

THE MELANCHOLY DAYS have come, the saddest of the year, of wailing winds and naked woods and meadows brown and sere,¹ and little germlets romp and play with devious hops and jumps, as in their wake they spread dismay with measles, colds and mumps; attendance records hit the skids as sniffles fill the air; the melancholy days are here, with trouble every where.²

All academic progress stops—it's football time once more and busted bones are scattered as the home team fails to score. The drugstore coaches gather and with voices filled with ire, suggest in uncouth language that someone should retire. "We need some well paid players despite your silly rule!" It's melancholy climate if football rules the school.

The dreary days of autumn come—roofs leak and buses stall; the debris of the playground blots out each shining hall. The faculty limps forward but the ranks grow pale and thin as nearby districts jump their wage and gather weaklings in. It's true, all superintendents know, there is no use to bawl, for into every life, the poet says, some rain must fall.³

The melancholy days have come—but am I feeling blue? Not so! As long as kids are kids I have a job to do. Come hail or snow, come sleet or rain, let Nature do her worst. I'll go about that daily job of putting first things first, and though it sometimes seems my days are filled with grief and woe, I'm thankful that I have that job of helping kids to grow; and the thought sets me a clickin' like the clickin' of a clock when the frost is on the punkin and the fodder's in the shock.⁴

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QUOTE OF THE MONTH

THERE are many times when we would like to emulate that superintendent whose public relations program has reached a new high in complete informational service to his public. Reports the press: "The new style report card issued by Supt. A has not been received with much favor by parents. Our reporter interviewed the school authorities this morning in an effort to obtain information about the report card. An important spokesman for the school, who declined to divulge his name and who refused to be quoted, said, 'I have nothing to say.'"

¹Bryant
²Moffitt, himself

³Longfellow
⁴Riley

NEVER ANTAGONIZE A SKUNK

ONCE IN A BLUE moon, in our exhaustive reading among educational magazines we come across an article of such overwhelming importance to school administrators that we read it all the way through without going to



sleep. Such a one was published recently in an *Arbor Day Bulletin to Schools** wherein the writer told how to influence and make friends with a skunk. To every school superintendent this is a problem which sooner or later raises its bushy tail.

We personally first met the issue when Mr. Bobberts (husband and civic reformer for Mrs. Bobberts and father of Robert Bobberts, commencement casualty) was elected to the board of education. Mr. Bobberts didn't like our looks and was frank in saying so. Mr. Bobberts openly admitted that he was not impressed with the way the school was administered. In short, in our opinion, Mr. Bobberts was a disgrace to the noble little genus *Mephitis*.

The article on how to influence the *Mephitis* says, "When the skunk stamps his foot or seems enraged, a quick retreat is in order."

But we are the kind of a school superintendent who has to learn the hard way. We advanced on Mr. Bobberts with all our heavy artillery and there ensued a contest in which the children of the community and the objectives of the educational program were lost to view.

All of which reminds us of the sage advice once given us by Dr. Arvie Eldred, executive secretary of the New York State Teachers Association and beloved counselor to the teaching profession. Says Arvie, "Never enter a competitive contest with a skunk. Nature rarely endows a school superintendent with the equipment for success in such a contest."

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Pedagogical Note: The "changing" curriculum is particularly important in the nursery school where it arises directly in response to a felt need.

*Sutton: Problems in Black and White, University of State of New York Bulletin, Vol. 33, No. 7.

"It's Smart to Be Safe"

Educational Program Should Be Realistic and Community Planned Speakers Tell Thirty-Fifth National Safety Congress, Chicago.

W. B. Goslin, Minneapolis Superintendent, Keynotes Discussion.

YOUTHS and adults must be convinced that "it's smart to be safe." With schools as the hub, a community-wide safety program "to save lives and reduce injuries" can be carried on successfully, said Willard B. Goslin, superintendent of Minneapolis public schools, at the opening session of the school and college division of the 35th National Safety Congress in Chicago, October 6 to 10. "Schools are a natural agency," he said, "because they have the largest block of residents."

Make the school buildings themselves safe, he stressed. Teach safety measures realistically as well as academically. "Check handrails, stair treads, exits." He observed that during the war many schools were virtual firetraps because of huge bundles of wastepaper stored under stairs.

"WE'RE TOO SOFT"

Physical conditioning plays a major rôle in accident prevention, according to Dr. Goslin. As a nation we are too soft and flabby. We don't know how to move quickly enough to prevent an accident or to protect ourselves or others in case of emergency. In sports, safety programs should not be limited to seeing that protective devices are worn, such as shoulder pads and chest protectors and helmets in football, but should be expanded to include physical examination of children before they are allowed to participate in strenuous playground activities. For growing children, the strain on the heart in such activities could result in permanent injury.

Dr. Goslin emphasized that teaching of safety should permeate the whole curriculum rather than be restricted to a special subject course. He recommended that serious consideration be given to driver-education courses and that the performance driving record be recognized at graduation. An all-round safety program can best be carried on by extending the school year from the agricultural standard of nine months to twelve months.

CONTINUOUS LEARNING

The discussion following Dr. Goslin's address continued the theme that safety education should be taught from pre-school through late adulthood. Schools should work not only with their local safety councils and parent groups but also with civic organizations: automo-

bile clubs, which have films and literature; the fire department; the Red Cross; the chamber of commerce.

Standard accident reporting plans were advocated, the recommendation being made that the statistics be analyzed for a long term planning program, rather than assembled as evidence to avoid law suits.

Safety should be a consideration in planning school buildings. The safety director, the classroom teacher and even the janitor could offer suggestions for safety measures in the preliminary planning. Location of buildings with reference to traffic arteries should be considered. Too many communities locate their schools on the main street merely as a matter of pride.

Participating in the symposium were Chairman D. Willard Zahn, district superintendent and chairman for the committee on safety education, Philadelphia; C. W. Hippler, director of child welfare and safety education, Pasadena, Calif.; James J. Griffin, coordinator of safety, Chicago, and George P. Silverwood, safety director, Green Bay, Wis.

Attention in succeeding addresses during the congress was directed to development of safety education programs through planning of safer school buildings, better physical education and campaigns to stimulate community action.

PUBLIC IS RESPONSIBLE

A plea for safer buildings was voiced by N. E. Viles, specialist for school plant management, school housing section, U. S. Office of Education. He reminded parents and taxpayers that if they insist upon compulsory education they also must accept responsibility for the schools in which children are housed. He suggested immediate attention to such hazards as steep and dangerous stairs; combustible corridors, stairs, furnace rooms and storerooms; lack of fire doors to basements; improperly protected wiring; corridor blocks; lack of safe exits; slick floors; sharp corners, and driveway hazards.

ACOUSTICS AFFECT SAFETY

That acoustics should come in for attention, too, was advocated by Charles Bursch, chief of the division of school-house planning, California State Department of Education.

"In observing the action of students

in gymnasiums, shops and laboratories, it is easy to conclude that the disorder and obvious tensions, as well as the inability of the supervisor to function properly, would result in an increased number of accidents." He pointed out the need for attention to structural adequacy, lighting, first aid facilities and pupil circulation.

Hartley D. Price, director of intramural sports and varsity gymnastic coach at the University of Illinois, argued for gymnasium training as an accident preventive. Of the 26,400 persons killed in falls during 1946, most of them might be alive today if they had been taught muscular coordination, he said.

ADULTS SHOULD PLAY

The question, "What types of surfaces for physical education and play are most satisfactory?" brought the recommendation that asphalt is best because it is safe, economical to maintain, good in any weather and easy to mark for play courts. Some schools, it was observed in the panel discussion, are replacing swings and teeter-totters with play devices that develop more useful skills. A bit of philosophy arose from the discussion, the thought being that "adults are inclined to belittle play as childish; but grown-ups who refuse to play, fear to laugh, are ashamed to be found enjoying an hour of leisure are in danger of becoming physically and mentally ill."

PRESSURE GROUPS WARNED

Four discussions were concerned with ways of promoting community concern for safety programs.

Willard B. Spalding, dean, college of education, University of Illinois, cautioned pressure groups about setting up school safety programs that sometimes violate principles of the science of education. As an example, he referred to the 40 minute a week safety teaching program now required by Illinois law, observing that such an approach can result in "complete and utter failure."

SCHOOLS LACK PERSONNEL

Another obstacle to the growth of safety education is the individual lethargy of citizens, said P. J. Sandell, supervisor of health, physical education, recreation and safety for the Minnesota State Department of Education. Lack of coordination among organizations engaged in safety work and the lack of adequate personnel to assist schools in starting and expanding their programs are other impediments.

Corroborating the argument for community concern was Herbert E. Morey, supervisor of health and safety education, curriculum division, Los An-

ges Board of Education. He declared that teaching safety should be carried on throughout life, starting with home training by the parents, continuing through school and then on the job.

REQUIRES MASS EDUCATION

Mass education can be accomplished through programs continuing over a long period of time and at regular intervals is the belief of Niles Anderson, supervisor of traffic and safety activities for Pittsburgh public schools. He op-

posed the staging of a single stunt or feature but advocated special weeks and days, checklists, parades, meetings, camps, inspections, puppet shows, outside speakers and exhibits as means of obtaining community interest in safety education.

Sponsored by the National Safety Council, the series of meetings for schools and colleges, industry, traffic, farm and home was planned around the theme, "Be Careful—the Life You Save May Be Your Own."

Education Warrants Financial Priority

Rising Costs Demand More Funds for Adequate Education, Chicago Superintendent Tells Business Officials' National Convention. Pres. Robert W. Schafer Recommends More Surveys and Studies.

FINANCIAL priority for public schools was advocated by Herold C. Hunt, Chicago school superintendent, in addressing the opening session of the Association of School Business Officials at its thirty-third convention at Grand Rapids, Mich., October 6 to 9.

Public education warrants such priority, Dr. Hunt maintained, because it:

1. Provides the intelligence and skill essential to modern industry.
2. Contributes to health and safety.
3. Results in better conservation of natural resources.
4. Leads to personal thrift and the development of capital.
5. Is the basis of efficiency in business management.
6. Increases and lifts the level of consumer demands.
7. Improves the earning power and spending power of the people.
8. Through the purchase of buildings, equipment, materials, and through the salaries of its employees, turns its expenditures directly back into the economic blood stream of the nation.

HOW TO WORK TOGETHER

Speaking on the theme, "Working Together for America's Children," the Chicago superintendent proposed that teachers and administrators can work together most effectively:

1. By being in common agreement that they owe their allegiance and best efforts to the boys and girls to be served, and to no other interest or purpose.
2. By being in accord as to the objectives of public education, especially in achieving or improving self realization, economic efficiency, human relations and civic responsibilities.
3. By making every effort to achieve

for their respective communities the best education program possible. This means that the profession must combat mediocrity and indifference. Schoolmen must not be content to admit the superiority of any other school system. They should strive to make their schools as good as or better than others.

4. By pressing for adequate financial support for public schools on the local, state and national levels.

IT'S IGNORANCE THAT COSTS

5. By constantly emphasizing the fact that it is *not* education that costs; it is *ignorance* that is expensive. Crime costs the United States annually nearly seven times as much as is spent for education.

6. By developing the public school as the chief integrator of community agencies.

7. By utilizing every opportunity for the beneficial interpretation of the school program.

8. By repelling every attack against public education, regardless of one's personal or religious convictions. Education must consolidate the gains of the past few years and build a sound program that can withstand any impending depressions.

MORE IMPORTANT THAN EVER

In a year marked by ever increasing costs, with school plant needs in the United States approximating at least \$2,500,000,000, the program of the School Business Officials Association also increases in importance, members were told by their president, Robert W. Schafer of Cincinnati. He proposed that a committee on surveys be established to recommend to universities and other agencies those studies and research projects most needed at the present time.

Robert W. Conder, director of labor relations for the Chrysler Corporation, Detroit, advised the use of collective bargaining for all labor relationships. "The bargaining procedure works," he said, "but the trouble is it isn't used in all cases." He referred especially to wildcat strikes.

KEEP APPRAISALS UP TO DATE

Reporting for the insurance committee, Chairman S. C. Joyner of Los Angeles advised school districts to keep up to date in their total plant appraisals, since values are changing so rapidly. He recommended that districts adopt an official plan or policy for redistributing insurance business locally. The downward trend in insurance rates ended in 1945, he said, and insurance costs have been increasing rather rapidly.

"We will have to take the control of natural lighting in the classroom out of the hands of the teacher because she does not understand or observe its requirements," said Wilfred F. Clapp, chief of school plant, Michigan State Department of Public Instruction, addressing a general session.

IMPROVE LIGHTING WITH PAINT

"While some districts may be delayed in their building programs, all schools can make sure they're doing the most with paint. I don't care what color you paint the ceiling, so long as it's white. Use pastel colors on the walls and keep the trim and the floors natural wood color, if possible."

Mr. Clapp reviewed recent research which shows that poor visual conditions are an unnecessary and often a serious strain on the child's physical energy. Studies also show that increasing the intensity of light does not in itself solve the problem. Schools must operate on lighting principles that not only are sound but are also obtainable and economical.

Delegates saw a demonstration of glass blocks embodying latest prismatic designs. These blocks, when placed above eye level, redirect natural light rays toward the ceiling. Radiant heating was another general session topic.

WIDER CLASSROOMS WANTED

An almost universal demand for wider classrooms in elementary schools was recognized by the panel that discussed the planning and construction of school buildings. The *square* classroom was advocated, so as to permit more informality in classroom procedures. Space is desired for more facilities within the room, such as a small library, a sink, a drinking fountain and a storage room for equipment. The need for these facilities becomes greater as the trend continues away from de-

partmentalization in the first six grades. A room 30 feet square was advocated as the preferred size.

Advantages of the one story building over the two story structure were discussed and challenged, with more or less agreement that the one story building may involve greater maintenance and operating costs over a long period.

One speaker deplored the practice of building a combined gymnasium and auditorium, asserting that such a room served neither purpose efficiently.

Another controversial topic was the advantage of corridor lockers over wardrobes for children's wraps.

A show of hands by one discussion group indicated that fully half of the districts represented permit the rental of school buildings to religious groups for after-school or Sunday use.

CHICAGO, 1948; TORONTO, 1949

The group voted to meet next fall in Chicago; in 1949 in Toronto.

Aided by enrollments at the convention, the association exceeded its 1000 membership goal for 1947.

TORONTO MAN PRESIDENT

C. Harvey R. Fuller, business administrator of schools in Toronto, Ont., was advanced from vice president to president, succeeding Robert W. Shafer, school business manager in Cincinnati. Mr. Shafer becomes executive committeeman.

Walter McLain, school business manager from Ottumwa, Ia., was named vice president. H. W. Anderson, secretary to the board and business manager of schools at Kalamazoo, Mich., was reelected secretary-treasurer and Arthur A. Knoll, business manager, Long Beach, Calif., was reelected a director. The two newly elected directors are Francis R. Scherer, superintendent of buildings, Rochester, N. Y., and T. W. Clift, assistant superintendent in charge of business, Atlanta, Ga.

school seniors, the organization of "Future Teachers Clubs" was suggested or the granting of a "superintendent's award" to an outstanding graduate. In Virginia, scholarships are provided by the legislature for teachers in summer or winter schools, as well as for high school graduates interested in teaching.

IDEAL UNIT DEFINED

Streamlining of school districts to provide educational opportunities comparable to those in cities was urged. Adequate educational opportunities depend in large measure upon relatively large attendance areas. Except in extreme cases where sparsity of population, difficulty of transportation or other physical handicaps prohibit, attendance areas should be developed to include a sufficient number of pupils, so as to justify all the required services and facilities at a cost that bears a reasonable relationship to the total cost of the administrative unit's educational program.

ADULT EDUCATION INCLUDED

An adequate district should make available a complete educational program from the nursery school through at least the 12th grade, and in light of present trends, the 13th and 14th years. The district also should provide a satisfactory program of adult education and furnish administrative and supervisory services in educational and business administration, attendance, instructional supervision, health services, school plant supervision, pupil transportation, library and cafeterias.

STEEL NEEDED FOR SCHOOL BUSES

In formal resolution, the conference appealed for an additional allotment of 25,000 tons of steel a year to the school bus body industry. The increasing number of school bus accidents prompted this plea. Forty per cent of all school buses need replacement, because 20 per cent are already worn out and hazardous and the other 20 per cent do not meet the safety standards developed and approved by state departments of education. The appeal was voiced in behalf of 1,000,000 children who twice daily are being transported in old and condemned vehicles.

Another resolution called upon the coming session of Congress to provide federal aid without federal control of the educational program.

The conference voted to meet next September in Milwaukee.

**Appreciation is expressed to BORDON R. PURCELL, director of placement and field service, Indiana State Teachers Association, for a stenographic report of the opening general session.*

County Superintendents Introspect

Administrative Leadership Includes Schoolhouse Planning and Teacher Recruitment, Second National Annual Conference Agrees. Survey Shows Wide Variations in Qualifications for Office.*

THE rôle of the county superintendent in a comprehensive school program was explored by more than 500 school superintendents and college leaders attending the second national conference of county superintendents of schools in Indianapolis, September 22 to 24. The meeting was sponsored by the Division of County Superintendents of the N.E.A. Department of Rural Education.

The program was planned with emphasis upon participation, realized through the organization of 16 discussion groups meeting simultaneously. General session speakers outlined the broad problems. Each group then submitted a summary of its findings, from which this article has been gleaned.

SET NEW GOALS

Seeking means to improve education for the country's 12,000,000 rural school children, the county superintendents examined first the qualifications of their own ranks. As supervisors of 82 per cent of the nation's school buildings, they considered means and methods of improving these structures and of streamlining their administrative units. They also recognized that material improvements should be matched with efficient staffs.

A survey of their 3400 constituents revealed that qualifications for the county superintendent ranged from that of a mere voter to a master's degree.

Indiana ranks high with its requirement of five years' experience and 60 semester hours' credit beyond the bachelor's degree. Iowa requires a master's degree; and Florida, a teacher's certificate and bachelor's degree.

The trend for higher salaries for county superintendents was verified. Virginia reported a statewide average of \$5000; Illinois' minimum is \$4000, and Alabama has a range of \$3200 to \$5000.

PUBLIC RELATIONS EMPHASIZED

A public relations program seeking the confidence and understanding of district residents was advocated for solution of both the salary and school-housing problems.

Looking toward future replacements, the county superintendents accepted responsibility for attracting recruits to the rural teaching field. In addition to good school buildings, grounds and equipment, the inducements for rural teachers should include salary schedules, certification improvements and better living conditions. To interest capable high

Audio-Visual AIDS

Things New and Coming in Visual Education

Development of trained personnel has not kept pace with improvement and increasing supply of teaching aids in audio-visual fields. Materials should be planned first for pedagogical effectiveness. More attention should be focused on improvement in utilizing aids

F. DEAN McCLUSKY

Lecturer in Education, University of California

ARE we or are we not becoming gadgeteers? Are things and machines rather than human beings going to rule in our classrooms? Will audio-visual instruction be a panacea or a menace? These are questions which a philosopher might raise if he were to view the trends in postwar education. And who is there among us wise enough to foresee the answers clearly? Will the prophets please line up on the right, or shall we make it on the left?

First, let us consider the international situation with respect to visual education and, second, discuss it in relation to the domestic scene. American industrial and scientific genius brought about the destructive end of World War II by placing more machines and more fire power at the right place and at the right time than did the other fellow. But machines and fire power did not change the ideology of those who survived.

IT'S A LONG PROCESS

Assuming that changing the attitudes of opponents is desirable, we know now that the process of their re-education is a task more staggering in its implications than was the business of fashioning our metals into weapons of destruction. For example, the Four Powers occupying Germany have been unable to agree on the history to be taught in German schools. It took months for them to agree to disagree. But in the meantime the children of Ger-

many have been learning somehow.

Again, it is apparent that time is the essence of the task. So audio-visual teaching rides on the wings of time. Like the jet propelled plane which moves us faster than any other method of transportation from one place to another, the radio, the motion picture and television can transmit ideas from one group to another more speedily than any other mass medium of communication.

The catch to this argument is that the communication of ideas does not *ipso facto* change attitudes and behavior. Developing new ways of living takes time. "You can send a message around the world in one seventh of a second, yet it may take years to force a simple idea through a quarter inch of human skull." This means simply that teaching is essentially human and that books, machines and gadgets are but tools in the hands of teachers to be used by them in fashioning the ideas, attitudes and behavior of other human beings.

Nevertheless, the first step in international education is communication. And audio-visual materials enable us to transmit ideas quickly and precisely. In addition, the motion picture and slidefilm are not limited by language barriers.

The United Nations, therefore, has taken steps to harness these mediums of mass communication to the

task of world education. It has established the United Nations Film Board which has launched a broad program of joint film production and other visual activities. The first meeting of the board was held at Lake Success, N. Y., on Jan. 24, 1947.

PLANS WELL ADVANCED

Mr. Benoit-Levy, director of the executive office of the board, has reported: (1) that plans for the production of films are well advanced; (2) that the responsibility for production is being distributed among the member nations; (3) that both the United Nations Department of Public Information and UNESCO have made available to the board their entire film and visual information staffs; (4) that the member nations have agreed upon joint action in the collection and dissemination of information about films in the fields of international understanding, health, agriculture, industrial welfare, fundamental education and other similar subjects, and (5) that arrangements for the international distribution of films are in process of completion.

One of the stated aims of UNESCO is to "collaborate in the work of advancing the mutual knowledge and understanding of peoples through all means of mass communication and to that end recommend such international agreements as may be necessary to promote the free flow of ideas by word and image." To achieve this goal UNESCO has set up a program which employs the radio and films to carry forward the new concept

¹Kettering, C. F.: The Readers Digest 51:44 (July) 1947.

of peoples speaking to each other across national boundaries.

The World Film Festival held in Brussels, Belgium, from June 1 to 20, 1947, laid stress upon the dissemination of information on an international scale by means of the non-theatrical motion picture. The Committee on American Entries contained the names of many who have been active in the audio-visual field in the United States.

O.I.C., the State Department's Office of International Information and Cultural Affairs, is using motion pictures and slidefilms on a broad scale to aid in achieving its official purpose of sending to other peoples "a full and fair picture of American life and of the aims and policies of the United States Government." John E. Dugan reports that, "During the first 10 months of 1946, O.I.C. sent 4347 prints of documentary and informational film subjects to 86 points throughout the world. It is estimated that the monthly audience for such films now is in excess of 15,000,000. . . . In China . . . filmstrips now are reaching an audience of 12,000,000 school children a month."²

PICTURES ARE INTERNATIONAL

Yes, visual education is in the international arena and will continue to be on an ever widening scale, unless the atomic war comes, and the picture messages will not travel on a one way street. They will shuttle back and forth and will move in many directions. Through pictures the people of the world will be brought closer together in acquaintance and, it is hoped, in understanding because pictorial messages can be understood by all, regardless of language differences.

What about visual education at home? What do we find has happened in the two years following the war and what of the future? The success of the armed services with training aids during the war highlighted their values and has given impetus to their use in postwar civilian education. It is now recognized that the training of teachers to make effective use of audio-visual aids is important. Whereas colleges of education dabbled with audio-visual instruction in the past, many are now offering systematic courses in regu-

lar sessions in addition to summer sessions.

California has taken the step, which Pennsylvania took several years ago, of requiring a course in audio-visual instruction of teachers applying for credentials. Several other states, notably Virginia, Nebraska, Illinois and Connecticut, are experimenting with extensive programs in audio-visual education. Others are moving in that direction. In many county and city school systems throughout the nation new programs in audio-visual instruction are being put into operation and those which were in existence are being expanded.

MORE PERSONNEL NEEDED

These trends are progressing at a pace which may overrun the supply of trained personnel. To keep pace more consideration should be given to the use of audio-visual technics in preservice courses in educational psychology, school administration, the curriculum, methods, principles and practice teaching.

Since V-J Day there has been a stampede to produce audio-visual materials for school use. Many new production units have come into the field, and established commercial interests have expanded their programs. Even the textbook companies, which have heretofore held aloof, are interested and some have already launched into production. McGraw-Hill has embarked on an ambitious series of motion pictures and slidefilms to accompany five of its texts.

Row, Peterson and Company and Silver Burdett Company have teamed with the Society for Visual Education in the production of slidefilms to accompany certain textbooks. The American Book Company is visualizing a physics book for high schools. Several publishers have joined with the motion picture industry in an experimental foray into the production field under the guidance of the American Council on Education.

Already some of the new producers have been trampled in the rush. The spread of technical knowl-

edge is thin. So it is gratifying to note that educators and producers alike are becoming increasingly aware of the basic need for close cooperation in the planning and production of audio-visual materials. Postwar education requires that audio-visual materials be effective pedagogically, specific as to purposes and of high technical quality. The shotgun approach to production is no longer acceptable as a working basis. The current studies being conducted by the commission on motion pictures of the American Council on Education should be of great assistance to producers of educational motion pictures in the future.

Things new in audio-visual education include: (1) the trend toward decentralization of libraries of teaching aids; (2) the greater interest which libraries, public and private, are taking in the field; (3) the establishment of local FM radio stations for educational purposes; (4) the increased allocation of funds in the regular school budget for audio-visual programs; (5) the growing employment of specialists to assume responsibility for audio-visual programs; (6) the adoption of a broader balanced view of audio-visual instruction to include all concrete materials; (7) the centering of attention on improving the utilization of teaching aids; (8) the presence of television. It is clear that much is taking place in visual education, but it is also obvious that we have progressed little beyond the threshold.

EQUIPMENT AND TRAINING NEEDED

It is estimated that only a small percentage of the teachers in the United States are using audio-visual materials systematically in instruction. This is due to a lack of equipment, training and materials. Most teaching is still textbookish in character. The State Department has received a report that during a recent six month period 30,000 film lessons were taught in the Moscow schools. We also know now that the Nazis depended upon the audio-visual approach to implement their prewar indoctrination program.

Are we going to keep pace with postwar demands in education here and abroad? Raising teachers' salaries in the United States is essential but unless we also give our teachers the best tools with which to work their efforts may be in vain.

²Dugan, J. E.: The State Department's O.I.C. Film Program, *The Educational Screen* 26:313 (June) 1947.



THE SCHOOL CAFETERIA

CONDUCTED BY MARY D. GARMO BRYAN

Students Aid Lunch Program



The use of student workers has cut the size of the regular staff.

LAST year our school cafeteria at Scarsdale, N. Y., was faced as were many others with rising prices and increasing scarcity of good foods. These conditions caused dissatisfaction in the student body which came to a head in a meeting of the student council. A committee was formed to translate the students' criticism into action for better foods and more varied menus, at an increase in price, if necessary.

The student committee undertook this task by first visiting and eating at neighboring schools and observing the policies and management of their cafeterias. Some of them subscribed to the government subsidy, others operated under a plan similar to the school lunch program and a majority tended to serve a varied lunch on an à la carte basis, as our school had done for many years.

Desiring to know more about lunch programs, the committee invited the state supervisor of the school lunch program to discuss the conditions in our cafeteria and to recommend changes. These suggestions were incorporated to a large

degree in the final plan which was worked out.

Having observed the operations and financial setup of other cafeterias as well as our own, the committee began preparation of a set of changes to be recommended, first, to the student council, then, to the student body and, finally, to the board of education. These proposals, with which the committee hoped to remedy the lack of variety in menus and to provide more tasty food, were as follows: (1) elimination of all à la carte dishes and the serving of two main lunches, planned according to the Federal Lunch Program, and (2) the use of as much student help in the cafeteria as possible, since rising labor costs for outside help made operating expenses extremely high.

Following the presentation of the proposals to the student council, an open discussion was held. The well informed committee played the decisive rôle in achieving the support of the students for its recommendations and the value of its long investigation was fully realized. A vote taken following the presentation

JOHN HODGSON

Student and Member of the Cafeteria Committee, Scarsdale Public Schools, Scarsdale, N. Y.

showed the students overwhelmingly in favor of the new plan.

The results have been extremely favorable. The students are now buying a nutritive meal for either 25 or 35 cents.

The student cafeteria workers, 12 in number, have cut the staff of outside help from nine to five and have won the complete approval of the cafeteria director. With the exception of such foods as salads and sandwiches, which are part of the main lunch and which are so priced as to discourage separate buying, the only items which can be ordered à la carte are milk and ice cream.

These items have always caused a daily deficit which must needs be absorbed. Consequently, a proposal was made recently to sell the milk and ice cream, not at cost (or very nearly so), but at a price which would make these items self supporting. Accordingly, the price was raised from 7 to 10 cents for a half pint of milk and to 10 cents for a 3½ oz. serving of ice cream.

Last year's investigating committee recommended to the student



Milk and ice cream no longer sell at a loss as they did previously.

Personally endorsed

Sherman Blend exquisite coffee is sealed and endorsed as Sexton guest coffee. This is the great Sexton favorite—its volume far exceeding that of any cheaper coffee. Many have used it for years.

The first cup calls for an encore—so full-bodied, so flavorful, so uniformly satisfying is this custom-blended beverage. Your guests' satisfaction will amply repay your effort to please with Sherman Blend.

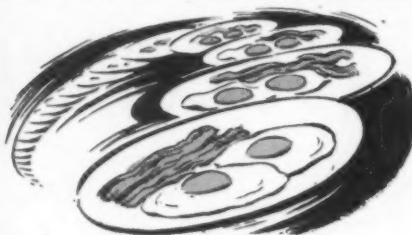


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Quality Foods

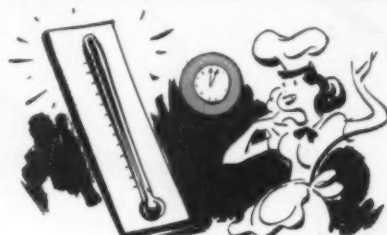
Counter punches

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60 Orders in 60 Minutes!

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Six minutes after you open for business, you'll be ready to turn out egg combinations, steaks, chops, 'burgers. That's because the new Griddle-Grill pre-heats to 400 degrees in less than 400 seconds!



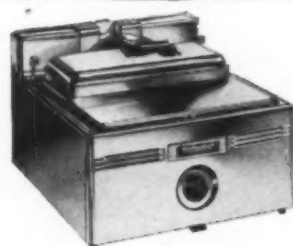
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Hotpoint's Griddle-Grill ends all guesswork with Separate Signal Lights—one for upper, one for lower grid. These lights tell (1) when current is on and (2) when desired temperature is reached.



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Now three appliances in one (Grill, Griddle and combination Grill and Griddle)! Separate, Variable Temperature Controls allow independent adjustment for upper and lower grid, make combination dishes easy.



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TAKE one—take *any* one—of the five custom-matched appliances in the new Hotpoint Counter Kitchen...and you'll soon see a difference in the monthly P. & L. But put all five of them *together* and the results are beautiful to behold. That's because the new Hotpoint Counter Kitchen helps you prepare *better food*, in *less space*, with *greater speed* for record profits!

All five Hotpoint appliances are identical in size—all are finished in the same lustrous, non-tarnishing chrome. Fitted together with accessory banking strips, the beautiful over-all appearance is that of a single, custom-built device only

7½ feet from end to end. Begin now to install a Counter Kitchen by Hotpoint. You can order any or all appliances in this great new line and add to your Counter Kitchen as the need warrants. Mail coupon today for folder giving complete details.

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council that a committee be organized every year to aid in the planning of lunches and to study the means for remedying any unsatisfactory conditions that may come up.

Because of their more personal connection with the cafeteria and its management through their committee, the students appear to be well satisfied with the new lunch pro-

gram. Financially, the cafeteria is better stabilized than before and, nutritionally, the students are getting much better and much more palatable lunches than heretofore.

THIS JOB OF LUNCHROOM MANAGEMENT

JANET N. JARDINE

Supervisor of School Lunches, Department of Education, Trenton, N. J.

SCHOOL lunch programs exist in many different parts of the world. This wide interest is due in large measure to the belief that a school lunch program is one of the best ways we know of to improve the nutrition of children. Nutrition advisers of the Food and Agriculture Organization of the United Nations share this opinion and as a result of their recommendations the F.A.O. is studying school lunch operations of various countries, including the United States.

Eleven million school children in this country eat lunch at school. Trained home economists are invaluable in operating a successful school lunch, in improving the nutrition of children by teaching them food selection and nutritional values and indirectly by helping elevate the nutritional status of the home dietary.

COLLEGE DEGREE ESSENTIAL

Persons qualified for school lunchroom management should have a college degree in the field of home economics. A major in institution management is desirable.

Some city school systems give an apprentice training in school lunch for their prospective managers. A summer course in school lunch is provided by many state colleges which carry postgraduate credit.

Administrative food training, with an affiliation for those desiring experience in school lunch, has been set up by the American Dietetic Association in cooperation with certain colleges, the Women's Educational and Industrial Union and the Eastman Kodak Company. Postgraduate credit is given and upon completion of this training students are eligible for membership in the American Dietetic Association and are in a



position to accept good school lunch jobs.

Following are various classifications of school lunch positions, including qualifications and duties of the person in charge:

I. The home economics teacher who manages the lunchroom on a part time basis. This individual is a general home economics major. In some instances, she has had some institution management courses as electives at college or an apprentice training course in school lunch or institution management courses at summer school. Her job in the lunchroom depends upon the time she can devote to it; it may consist of anything from serving in an advisory capacity to assuming entire responsibility for the school lunchroom.

II. The home economics graduate with a major in institution management who is a full time manager of the lunchroom. It is recommended that in schools where 250 or more children are fed a full time trained manager be employed. She may be responsible for one large school or supervise several small schools. She is directly responsible to the principal or supervising principal and indirectly responsible to the board of education to carry out:

1. The general policies of the lunchroom as established by the state board of education and the local board of education, such as health examination of employees and so on.

2. The sanitation policies as established by the state, the city or the local board of health for the operation of a food service.

3. The state labor laws and the school laws as established for adults and students.

MANAGER'S RESPONSIBILITIES

The lunchroom manager's specific responsibilities include the following:

1. **Personnel.** She establishes policies regarding the hiring of employees, whether full time or part time adults or students. She trains employees in sanitation, safety, nutrition, skills and technics in food production, serving and so on.

2. **Quantity Purchasing.** She buys food, supplies, equipment. In a city with a population of approximately 150,000, purchasing for the school year may run close to \$200,000.

3. **Menu Planning.** She plans the menus which is one of the most important duties of the job.

4. **Quantity Food Production.** She supervises the food production and sees that standard recipes are used to produce good quality food.

5. **Merchandising Food.** She makes food displays and servings attractive to appeal to boys and girls.

6. **Records, Food Cost Accounting.** She sees that the school law which exists in many states, namely, "Cafeterias shall operate on a nonprofit basis," is observed.

7. **Nutrition Teaching.** She sees that this is done either indirectly or directly by formal classroom teaching.

8. **The Overall Operation of the Lunchroom.** She handles repairs, money, problems relating to lunch periods, such as encouraging a 30

minute lunch period with a staggered line system which assures better service to students and better participation by them.

It is a full time job to perform all these duties and to give the emphasis needed to maintain maximum nutritional value and the best possible flavor and appearance of food. Trained school lunch managers are invaluable in improving the health of school children, the most important group in our population. Many schools recognize that an edu-

cational program and the well organized school lunch go hand in hand and, hence, employ trained full time managers.

III. Director or supervisor of lunchrooms in city school systems. She should be a home economics graduate usually with a major in institution management. She is directly responsible to the superintendent of schools and indirectly responsible to the board of education. In smaller cities the supervisor of home economics instruction may be re-

sponsible for the lunchroom and may employ her home economics teachers as managers on a part time basis. In the larger cities full time trained managers with a major in institution management are employed by the director or supervisor.

City schools often have a centralized school lunch system where some of the general responsibilities of the manager as just outlined are assumed by the central office, as well as menu planning, purchasing, employing personnel, accounting and so on. In this sort of a setup, apprentice training is often given to prospective home economics managers and an extensive training program for workers is carried on. If fortunate, they will have a test kitchen where recipes are standardized and where tests are run on samples of items to be purchased.

IV. State supervisor of school lunch. She should be a home economics graduate with a major in institution management. She supervises school lunch programs and administers the national school lunch program. She works with the state college or university in setting up apprentice training programs for home economics graduates, gives training programs to untrained workers in smaller schools and gives courses in nutrition that tie in with the school lunch program to state teachers' colleges, works with architects in planning new lunchrooms and gives help to individual schools in such matters as menu planning and the selection and placement of equipment. Her staff may consist of one or more assistants.

ADVANTAGES OF POSITIONS

The advantages of school lunch positions are: (1) desirable work for those keenly interested in guiding children's food habits; (2) opportunity to express imagination in producing and merchandising nutritious food; (3) opportunity to do administrative food work and teaching; (4) salaries ranging from \$2400 to \$6000, and in large city systems from \$8000 to \$10,000; (5) a ten month job with school holidays; (6) an eight hour day, five day week; (7) ten days' or more sick leave, cumulative with pay; (8) if certified to teach, benefit of retirement system and tenure; (9) if not certified to teach, a pension such as many cities offer to nonteaching employees.

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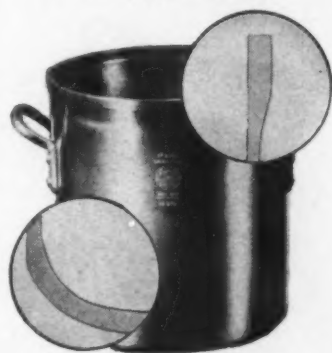
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are available in 8½, 11, 15, 18, 24, and 28 qt. capacities.

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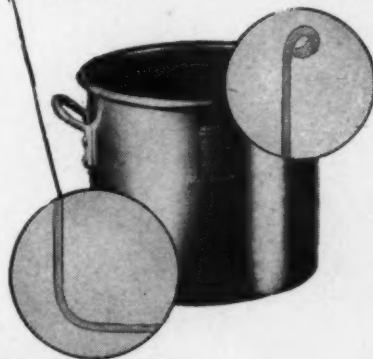
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Drawn from super-tough alloy, with walls and bottoms of uniform thickness. Top edge rolled for extra strength.

All Wear-Ever aluminum heats quickly and evenly, is friendly to food, protecting purity, flavor and color.



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FREDERICK L. BROWNE

Chemist in Charge of Painting and Finishing Wood
Forest Products Laboratory, Forest Service
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TO THE purchasing agent who sincerely tries to buy products of high quality on a strictly competitive basis, paint presents a baffling problem. There may be scores of trade brand paints represented to him as of the best quality and among these there may be a considerable range in price. Yet there are no recognized commercial standards by means of which he can verify the quality of the various offerings.

To add to the complications, paints may all be of high quality and yet of a number of different kinds even though made for the same use.

SPECIFICATION BUYING RESENTED

Purchasers of paint in large quantities often buy their paints according to prescribed specifications. Agencies of the federal government, for example, use the specifications of the Federal Specifications Board. Effective purchasing under specifications, however, has serious limitations. Orders must be made up far enough in advance and must be large enough to interest manufacturers in making special lots apart from their regular production.

There must be some provision for sampling and testing shipments for conformity by a qualified laboratory responsible to the purchaser. Ordinarily, the specifications themselves should be those of the Federal Specifications Board because the preparation of adequate paint specifications requires experienced technical competence. Most paint manufacturers resent specification purchasing because they consider it a reflection upon the adequacy of the trade brand paints which, in fact, it is.

Users' need for more knowledge about paint than is provided by the trade brand was appreciated as long ago as 1905 when the state of North

Dakota required by law that most proprietary paints bear a statement of the formula on the label. A large majority of the paints sold at retail now have such printed formulas whether or not required by law. Such formulas, however, are expressed in terms originally designed by chemical analysts to suit their convenience in analyzing paints; the customary formulas confuse rather than inform most paint buyers. Even technologists must recalculate them to gain their full meaning.

The Forest Products Laboratory with the approval of the United States Department of Agriculture, has proposed a system of classification for house paints under which the important advantages of the trade brand method of purchasing are retained but enough information for users' guidance is given about the kind and quality of the paint in terms that can be made readily understandable.

This classification is based upon concepts that have long been familiar to most paint users and are to be found in nearly any discussion of paint composition intended either for laymen or for technical men.

The concepts are merely rendered precise and quantitative by defining certain terms and symbols to represent them and by prescribing rules governing the classification which is adopted.

SEVEN GROUPS NAMED

House paints are classified by group, type and grade.

The principal ingredients of the paint determine its group. Nearly everyone is familiar with the fact that there are white lead paint, lead and zinc paints, titanium-lead-zinc paints and paints made with zinc sulfide, white lead and zinc oxide. By way of convenient abbreviation, white lead is represented by the letter *L*, zinc oxide by *Z*, titanium dioxide by *T* and zinc sulfide by *S*. White paints made with ordinary linseed oil as a rule belong to one of the groups according to the nature of the principal pigments:

Group *L*: white lead

Group *LZ*: white lead and zinc oxide

Group *TLZ*: titanium dioxide, white lead, zinc oxide

Group *TL*: titanium dioxide and white lead

TABLE 1—CHIEF PAINT TYPES

Symbol for Paint Type	Sum of L + Z in Per Cent by Volume of Total Pigment	Ratio of L/Z by Volume
1A.....	80 or more	more than 3/1
1B.....	80 or more	between 3/1 and 1/1
2B.....	between 60 and 80	between 3/1 and 1/1
3B.....	between 40 and 60	between 3/1 and 1/1
3C.....	between 40 and 60	between 1/1 and 1/3
4A.....	between 20 and 40	more than 3/1
4B.....	between 20 and 40	between 3/1 and 1/1
4C.....	between 20 and 40	between 1/1 and 1/3
4D.....	between 20 and 40	less than 1/3
5.....	less than 20	any ratio

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Safety

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Auditorium of Crane High School, Chicago. Noncombustible hangings, product of Thortel Fireproof Fabrics. Installation under supervision of Board of Education of the City of Chicago.

Safety begins with careful planning and design... and every step that promotes safety in school design and equipment is an important step.

Serious fires usually result from the rapid spread of flames through materials that *can* burn.

Replace an inflammable material with one that *can't* burn—and you eliminate a fire hazard.

Decorative hangings woven of Fiberglas Yarns can't burn. They're *glass*. They're *originally* and *permanently* noncombustible. Furthermore, in the midst of fire or searing hot blasts, these fabrics of Fiberglas will not contribute to the further depletion of oxygen, will not give off suffocating smoke and fumes.

In hundreds of places of public assembly from coast to coast—in schools, auditoriums, libraries, churches, hospitals, hotels and restaurants—archi-

itects, decorators, officials and owners are designing for safety, including in their plans these practical, decorative, noncombustible fabrics of Fiberglas.

Many attractive weaves and colorful patterns are available—and expert fabric service shops located in principal cities are ready to assist in planning school needs—ready to fashion and hang the draperies selected. For information about these noncombustible fabrics, write Owens-Corning Fiberglas Corporation, Dept. 995, Toledo 1, Ohio. Branches in principal cities. In Canada: Fiberglas Canada Ltd., Toronto, Ontario.

*Listed by Underwriters' Laboratories, Inc., as "Noncombustible Fabric".

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Please send FREE your new informative booklet:
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Group TZ: titanium dioxide and zinc oxide
 Group SLZ: zinc sulfide, white lead, zinc oxide
 Group SZ: zinc sulfide and zinc oxide

TINTED PAINTS

Tinted paints, which include most colors except the darkest ones, fall into the group determined by the white pigments they contain because the proportion of colored pigments needed for color is too small to affect other properties of the paint materially. The wartime and present oil restricted paints call for additional identification because the bodied or thickened linseed oil that they contain gives them some measure of the working properties of enamel. They were formerly called enamelized paints.

Such characteristic is indicated by (*e*) added to the group symbol. Thus paint of group TLZ(*e*) is titanium-lead-zinc paint made with an oil restricted or enamelized vehicle.

Paints of dark colors in which there can be little or no white pigment require additional symbols for important colored pigments as follows: *F* for iron oxide red, yellow or brown; *L* for red lead, lead chromate or blue lead, and *C* for other colored pigments such as carbon, ferric ferrocyanide (Prussian blue) or ultramarine.

Often the vehicle for such paints contains a substantial proportion of varnish, which is essentially resin and bodied oil; varnish is indicated by the symbol (*re*). Thus a dark green trim paint made with lead chromate, Prussian blue (together called chrome green) and a vehicle of varnish or oil and varnish falls in group CL(*re*).

In linseed oil paints, though not necessarily in enamels and interior paints, the proportions of white lead (or other lead pigments) and zinc oxide govern a number of important properties of paint. Much is said about it wherever paint composition is discussed but the reader soon learns that there are differences of opinion about what proportions are best. The classification system, however, is not concerned about what are the best proportions; it is concerned merely with making the proportions known closely enough to permit the buyer to exercise choice

TABLE 2—SUGGESTED STATEMENT OF CLASSIFICATION OF A PAINT

(As it might appear on label)

(The manufacturer's trade brand)		
House Paint		
White		
Group TLZ	Type 38	Grade 1
as classified according to the recommendations of		
U. S. Department of Agriculture		

after he has decided whose opinion he wishes to accept.

The paint type indicates the proportion of lead pigment and zinc oxide. Account is taken of the sum of the lead pigment and zinc oxide, $L + Z$, and of the ratio of L/Z . The sum is calculated in per cent of the total pigment by volume and the ratio is by volume, not by weight. The chief paint types are shown in table 1.

SIX GRADES NAMED

The final item in the classification is grade. For house paints the grade depends upon the volume of opaque pigments (pigments that hide the underlying surface), the volume of total pigment (including pigments of low opacity, also called "extenders") and the volume of total non-volatile (all ingredients that remain when the coating of paint dries) in the paint when it has been mixed for application according to the directions of the manufacturer.

Tables for the six grades of house paints, house paint primers, enamelized paints and enamels, are published in Technical Bulletin No. 804, "Classification of House and Barn Paints as Recommended by the United States Department of Agriculture," obtainable from the Superintendent of Documents, Washington, D. C., for the sum of 10 cents.

Paint of *grade 1*, for example, is of sufficiently high quality for use in two coat painting of new wood or for one coat repainting where the old paint is in reasonably satisfactory condition. Many paints sold as "best quality" rank no higher than *grade 3*; they may still be capable of giving good service but three coats are needed on new wood and two in repainting. Paints of grade lower than 3 are deficient in hiding power, must be applied in extra thick coats or are otherwise inferior.

The classification system would serve best if responsible paint manufacturers voluntarily printed the classification symbols on the labels and joined in making their meaning known to the public along with their trade brands. A typical statement of the classification of a paint as it might appear on the label is shown in table 2.

The classification system can be used at any time, however, by purchasing agents willing to calculate the classification from the formula printed on the label as directed in Technical Bulletin No. 804. The bulletin shows in detail the steps by which the printed formula in percentages by weight is converted to the far more significant formula by volume, how to deal with ambiguous terms that sometimes appear in label formulas and how to determine the classification from the formula by volume. There is, in fact, no reason why paint manufacturers seeking the purchasing agent's orders should not submit a statement of the classification of the paint when asked to do so.

DOES NOT RESTRICT FORMULAS

Unlike specification purchasing, classification imposes no restrictions on the manufacturers' formulations. Any paint made can be classified. Classification does show which of the brands of paint on the market are similar in kind and comparable in quality. It makes it possible to buy intelligently on a competitive basis from the trade brand paints immediately available in manufacturers' or dealers' stocks. Classification, of course, does not attempt to rate the paint manufacturer's skill in production, his financial responsibility or his reputation for reliable business dealings. His trade brands remains his seal of responsibility in such matters.



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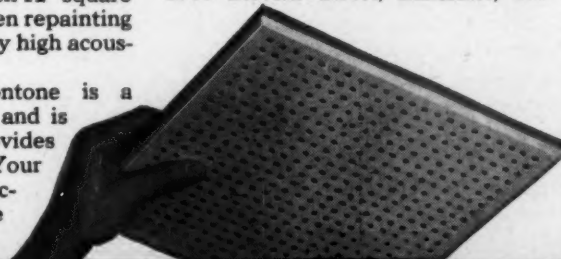
students and less strain for teachers.

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NEWS

A.A.S.A. Plans February Meeting . . . National Advertising Campaign to Inform Public on Schools' Problems . . . American Education Week Proclaimed . . . N.E.A.'s Educational Policies Commission Reorganized

Washington Correspondent: HELEN C. BROWN

A.A.S.A. February Program to Consider Political Issues

CHICAGO.—The nation's political campaign issues for 1948 will be presented at the A.A.S.A. meeting in Atlantic City by representatives of the two major political parties, according to an announcement by Supt. Herold C. Hunt, Chicago, president of the association.

The dates for the meeting have been moved up to the traditional third week in February: February 21 to 26. The program is being planned around the theme of the 1948 yearbook, "The Expanding Role of Education."

Putting into practice the theory that "seeing is believing," demonstrations of visual aids will be featured at one of the general sessions. Another session will seek solutions for problems of the atomic age. A third meeting will be concerned with international problems. There will be 36 discussion groups, with 12 simultaneous sessions scheduled for three consecutive afternoons.

The traditional date for the exhibitors' banquet has been shifted from Tuesday to Wednesday evening, with college and university dinners Tuesday evening.

Educational Policies Commission Reorganized

WASHINGTON, D. C.—A reorganization of the Educational Policies Commission provides for 16 elected members. Under the new plan 12 members will be elected at large by the executive committees of the National Education Association and the American Association of School Administrators. Four will be elected by departments of the N.E.A.: one each from the Department of Secondary School Principals, the Department of Elementary School Principals, the Department of Classroom Teachers and the Department of Higher Education. Terms of office will be four years.

There are also four ex-officio members, the president and secretary of the N.E.A. and of the A.A.S.A.

Wilbur F. Murra has been appointed assistant secretary of the E.P.C. He was

formerly a special assistant to the committee on international relations of the National Education Association.

Truman Proclaims American Education Week

WASHINGTON, D. C.—President Truman's American Education Week proclamation urges all Americans to rededicate themselves to the program of providing their children with a sound education by participating in the observance of this event which begins November 9. "We must prepare our young people to understand and preserve their priceless inheritance of freedom. We must give them the proper climate for developing intellectual competence and personal responsibility."

Advertising Council Campaigns for Education

NEW YORK.—A nonprofit national advertising campaign which will inform the American people of the nation's educational difficulties got off to a flying start September 18 at a luncheon meeting of 250 industrialists and national advertising directors.

Sponsored by the Advertising Council, which is using its war technics to inform the public of urgent national problems, the national campaign will urge the nation's citizens to devote more resources to education, no matter what else is cut or left out.

President Truman sent a message to the luncheon warning that the United States "can slip backward with alarming speed unless the present crisis in education is checked."

Raymond Rubicam, chairman of the research and policy committee of the Committee for Economic Development, told the industrialists that the United States is lagging behind Russia and Great Britain in the proportion of its national income spent on education. "If we have an ounce of national common sense," Mr. Rubicam asserted, "we shall not permit the continued discouragement of our educators and the decline of our schools."

Glenn E. Snow, president of the

N.E.A.; Dr. Ethelbert B. Norton, deputy commissioner of education; Dr. Kathryn McHale, vice chairman of the Citizens' Federal Committee, and Frank W. Abrams, chairman of the board of the Standard Oil Company of New Jersey, spoke at the luncheon.

The Crisis in Education campaign being conducted by the Advertising Council has the cooperation of the U. S. Office of Education, the Office of Government Reports and the Citizens' Federal Committee on Education. It will include radio messages, newspaper and magazine advertisements, posters and car cards. The slogan is "Our Teachers Hold Our Nation's Future."

A campaign guide has been prepared by Benton and Bowles. Educational groups may obtain information about the campaign from Advertising Council, 11 West Forty-Second Street, New York 18, N. Y.

Michigan Superintendents Plan Stronger Organization

SAULT STE MARIE, MICH.—A movement to strengthen the organization of superintendents in Michigan was initiated at the annual superintendents' conference in this city, September 25 to 27. Committees were appointed to organize nine regional groups or to encourage the incorporation of several existing groups within the new organization.

Two representatives from each of the nine groups will constitute a state council of 18 to work with the officers and directors of the Michigan conference. Regional organization is expected to be completed by November 1, at which time there will be a meeting of the council and conference officers. In addition to the annual fall meeting, another state meeting will be held in midwinter, probably at Grand Rapids in 1948.

Among resolutions adopted by the assembled superintendents was a plea to continue the drive for better teachers' salaries until adequately and professionally prepared teachers are assured for every child. Deploing the serious defi-

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Finnell-Kote is heated in a *Finnell-Kote Dispenser* attached to a *Finnell* machine. The melted wax is fed to the floor through the center of the brush ring, and is uniformly and rapidly spread by the revolving brushes. *Sets in less than ten seconds*, and polishes to a beautiful, non-skid finish that actually seals out dirt and grime. *Finnell-Kote* is specially processed for heavy traffic areas... contains genuine Carnauba. Can be used on all types of flooring except rubber and asphalt tile.

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NEWS...

ciency in the number and quality of public school buildings, the conference urged liberalization of millage and bonding laws.

The administrators pledged themselves to assume active rôles in developing stronger local teachers' organizations closely affiliated with state and national groups; recommended legislation providing for community colleges (grades 13 and 14); urged continuance of the sales tax diversion as an indispensable method of financing schools; re-endorsed reduction in the number of school dis-

tricts; supported federal aid to education without federal control; charged schools with the responsibility of teaching basic economic and human understandings to promote better industrial relations; recognized the need for improving school plant, working environment and salaries to attract young people to the profession; urged continued education for a democratic society; commended UNESCO; recognized the values of exchange teachers, and commended Governor Sigler for appointment of a committee to study needed school legislation.

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All Coronet Instructional Films—the world's largest library of new 16 m.m. educational films in sound, motion and black-and-white or color—are now available at nominal rental charges. The country's leading film outlets stand ready to service your rental requests.

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ARKANSAS

Dep't. of Public Relations, State Teachers College; Conway
Div. of Vocational Education, State Dep't. of Education; Little Rock

CALIFORNIA

Ideal Pictures Corp.; Los Angeles, 5
Extension Div., U. of California; Berkeley
Extension Div., U. of California; Los Angeles

COLORADO

Ellison-Reed Visual Service; Denver, 2
Ideal Pictures Corp.; Denver, 2
Extension Div., U. of Colorado; Boulder

CONNECTICUT

Pix Film Service; Greenwich

FLORIDA

Ideal Pictures Corp.; Miami
Stevens Pictures, Inc.; Miami, 38

GEORGIA

Audio-Visual Education Service, State Dep't. of Education; Atlanta, 3
Ideal Pictures Corp.; Atlanta
Stevens Pictures, Inc.; Atlanta, 3
Extension Div., U. of Georgia; Atlanta

ILLINOIS

Ideal Pictures Corp.; Chicago
Visual Aids Service, U. of Illinois; Champaign

INDIANA

Film Center, Indiana U.; Bloomington
Ideal Pictures Corp.; Indianapolis

IOWA

Extension Div., U. of Iowa; Iowa City

KANSAS

Extension Div., U. of Kansas; Lawrence

KENTUCKY

Hadden Film Service; Louisville
Extension Div., U. of Kentucky; Lexington

LOUISIANA

Ideal Pictures Corp.; New Orleans, 12
Jasper Ewing & Sons; New Orleans, 12

MASSACHUSETTS

Ideal Pictures Corp.; Boston
Vesco Film Library; Boston, 16
Visual Aids Service, Boston U.; Boston

MICHIGAN

Locke Film Library; Kalamazoo, 8
Extension Div., U. of Michigan; Ann Arbor

MINNESOTA

Elliott Film Co.; Minneapolis, 2
Ideal Pictures Corp.; Minneapolis
Extension Div., U. of Minnesota; Minneapolis

MISSISSIPPI

Jasper Ewing & Sons; Jackson, 2

MISSOURI

Ideal Pictures Corp.; Kansas City
Swank Motion Pictures, Inc.; St. Louis, 5
Extension Div., U. of Missouri; Columbia

MONTANA

Dep't. of Visual Education, State Dep't. of Education; Helena

NEBRASKA

Extension Div., U. of Nebraska; Lincoln

NEW JERSEY

State Museum; Trenton

NEW YORK

Academy of Sciences; Buffalo
Educational Film Library, Syracuse U.; Syracuse, 10
Bertram Willoughby Pictures; N.Y., 19

NORTH CAROLINA

Extension Div., U. of North Carolina; Chapel Hill

OHIO

Film and Slide Exchange, State Dep't. of Education; Columbus
Sunray Films, Inc.; Cleveland, 4
Twyman Films, Inc.; Dayton

OKLAHOMA

Kirkpatrick, Inc.; Tulsa, 5
Extension Div., U. of Oklahoma; Norman

OREGON

Ideal Pictures Corp.; Portland, 5
Visual Instruction Service, State College; Corvallis

PENNSYLVANIA

Film Library, State Teachers College; Indiana
PCW Film Library, Penn. College for Women; Pittsburgh
Extension Div., Penn. State College; State College

SOUTH CAROLINA

Extension Div., U. of South Carolina; Columbia

TENNESSEE

Ideal Pictures Corp.; Memphis, 3
Extension Div., U. of Tennessee; Knoxville

TEXAS

Dep't. of Radio & Vis. Educ., State Dep't. of Education; Austin
Ideal Pictures Corp.; Dallas, 1
Visual Education, Inc.; Austin
Extension Div., U. of Texas; Austin

UTAH

Bureau of Audio-Visual Education, Brigham Young U.; Provo
Ideal Pictures Corp.; Salt Lake City, 1

VIRGINIA

Bureau of Teaching Materials, State Dep't. of Education; Richmond
Capitol Film & Radio Co.; Richmond, 20
Ideal Pictures Corp.; Richmond, 19

WASHINGTON

Extension Div. State College; Pullman

WISCONSIN

Photoart Visual Service; Milwaukee, 3
Extension Div., U. of Wisconsin; Madison

PUERTO RICO

Commissioner of Education; San Juan

Trend Toward Higher Fees Will Exclude Many From Colleges

WASHINGTON, D. C.—With the rate of income from college endowment investments diminishing, institutions of higher learning are increasing their student fees to such an extent that many young people are unable to attend. A large part of the increased cost of maintaining and operating colleges and universities is now met by student fees and more than 50 per cent of these are paid by the federal government through provisions for veterans' education, according to John Dale Russell, director of the division of higher education, U. S. Office of Education. Student fees in previous years have paid about one third of the annual expenses of colleges. When government funds are discontinued, the present trend will become even more noticeable and will limit college education to children of higher income families.

Colleges Offer More Basic Education Courses

CHICAGO.—The annual survey of higher education made by Investors Syndicate reveals a trend toward the offering of more basic education courses than were provided heretofore. Almost all of the schools surveyed report having added courses aimed at improving the students' knowledge of world affairs and social problems and at broadening their culture. Only half have added more vocational training courses.

The survey also reveals that the average school is rejecting 34.3 per cent of all applicants, technical and military colleges turning away the largest percentages. Veterans outnumber nonveterans and total enrollment has increased slightly more than 55 per cent over 1939, making the estimated college attendance this year more than 2,315,000, including teachers' colleges.

Health Education Program to Be Based on Survey

NORFOLK, VA.—A survey of conditions affecting the health of children is under way in the public schools here. All teachers, principals, nurses and dietitians have been requested to participate in reporting present health programs followed in the elementary, junior and senior high schools. The survey will be supplemented by a report of the health service department, giving the actual health status of pupils. It is hoped that a new course of study, devised as a result of the findings, will be ready in another year.

The survey is under the direction of a health education committee of 29 teachers and administrators who were appointed by the administration. Chair-

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NEWS...

man is Greyson Daughtrey, director of physical education and intramurals at Blair Junior High School.

This larger group was assisted by a materials committee, which assembled outstanding materials, including reports from various workshops. The survey committee studied plans used throughout the country before deciding upon the simple "yes" or "no" check sheet.

Divided into three major phases—health service, healthful living and health instruction—the report form provides for specific reporting under each heading.

Mathematics Principles Still Important

CHAMPAIGN, ILL.—Junior high school mathematics teachers attending a recent mathematics institute at the University of Illinois were told by Dr. Hillel Poritsky of General Electric Co. that the invention of mechanical mathematical aids has not done away with the need for sound instruction in the fundamentals of this subject in our public schools.

Discussing the various uses of mathematics in industry, Dr. Poritsky de-

scribed how grade school mathematics is used in the accounting department in computing wages and pensions; how high school mathematics is used in plotting curves, solving equations, keeping track of company business and forecasting future trends. College mathematics is used in analyzing business fluctuations statistically. The chief interest of industry, the speaker stated, is in applicable mathematics rather than in pure mathematics.

Chicago College Plan Starts Sixth Year

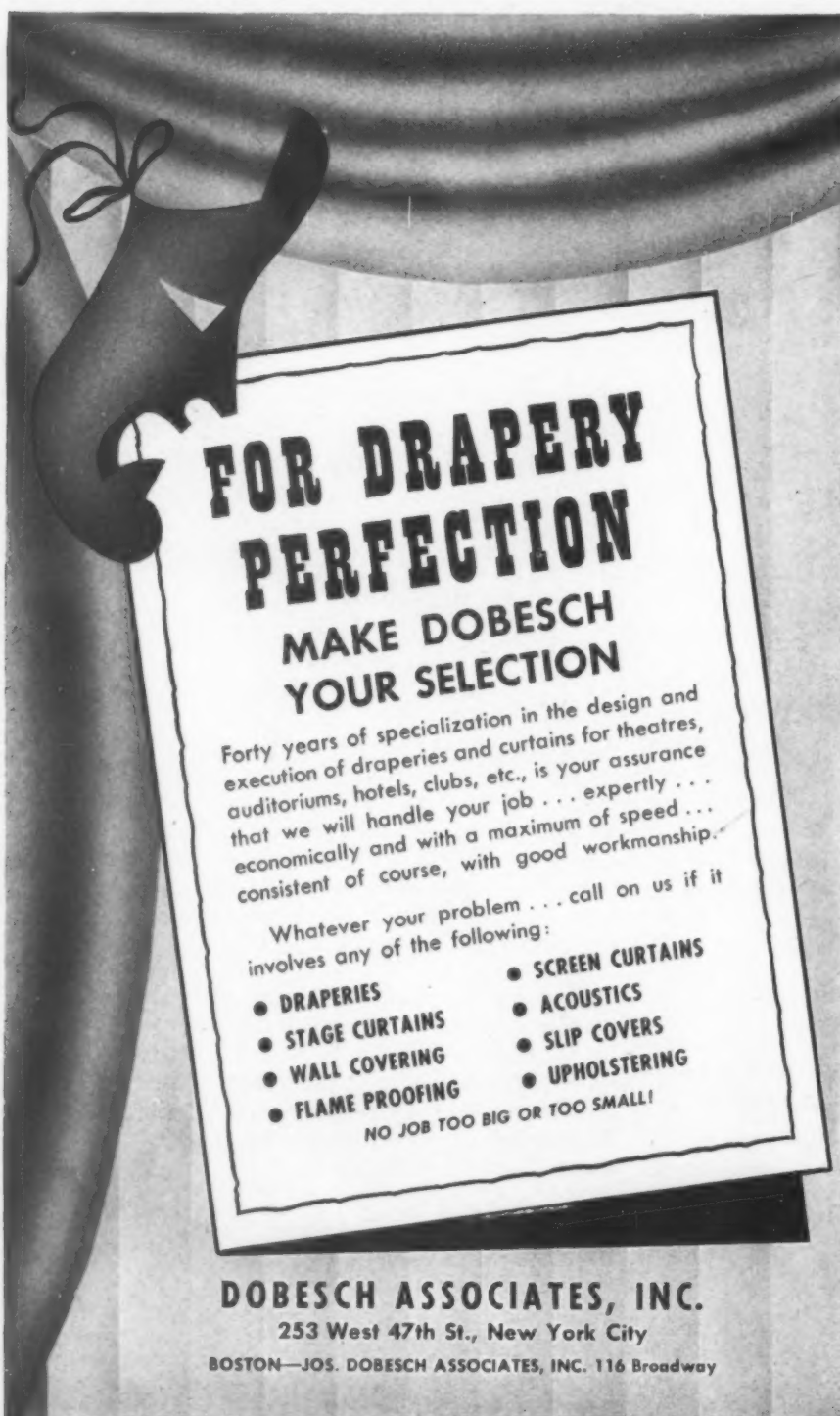
CHICAGO.—The College of the University of Chicago began its sixth year with a record breaking enrollment of 3200 students. New students numbering 1300 participated in the most comprehensive orientation period on any campus in the country. An eleven day orientation program included 22 hours of placement tests given over a five day period to determine the academic level of the students. On the basis of this battery of tests, the number of comprehensive examinations which the entering student must pass in order to qualify for the bachelor's degree is specified.

If a student shows that he has the equivalent of one or more of the general college courses, he is credited with them. But the system works the other way, too, and students are not allowed to register for courses for which they do not have the prerequisites. It is also possible for a student to be excused from all comprehensive examinations on the basis of performance on the placement tests.

When the college began to function in its present form in 1942, admitting students after their sophomore year in high school for a four year program of general education and awarding the bachelor's degree at the end of the conventional college sophomore year, the enrollment was 1747. An expansion of faculty has made it possible during the last four years to increase the enrollment by 400 each year.

More Nursery Schools

WASHINGTON, D. C.—The need for nursery schools and kindergartens is substantiated in "Schools for Children Under Six," a bulletin recently published by the U. S. Office of Education. It is estimated that the preschool 2 to 5 age group in 1948 will number approximately 11,400,000 children. The birth rate for 1946 was 3,250,000, the highest ever recorded for the United States, according to the bulletin. Author of the study (Bulletin 1947, No. 5) is Mary Dabney Davis, specialist in nursery, kindergarten and primary education for the U. S. Office of Education.



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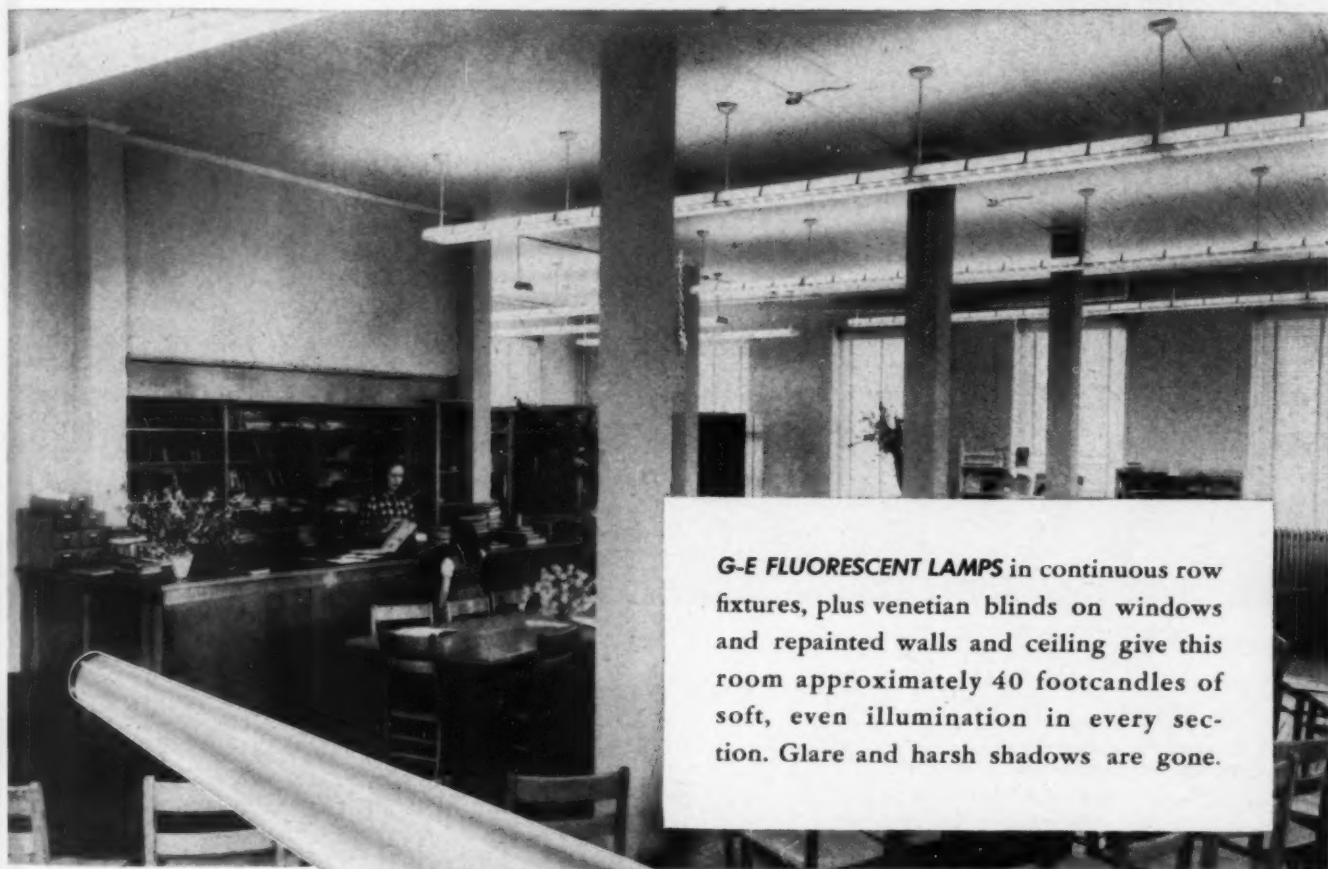
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FOR EXAMPLE, the library of this Florence, Ala., school had a range of from 50 footcandles of light near the windows to a mere 2 footcandles at the opposite side of the room. Bare light bulbs on the ceiling provided too little help.



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NEWS...

U.S.O.E. Reformulates Its Goals

WASHINGTON, D. C.—The U. S. Office of Education, in keeping with its expanded program authorized by Congress, has developed the goals which it will seek to reach during the fiscal year beginning last July.

These goals are:

1. Provision of leadership to strengthen education for national security.
2. Stimulation of improvement in the status of teachers and other educational personnel.

3. Stimulation of the development of an effective educational program in each state and the strengthening of the responsible state educational agency.

4. Stimulation of the further development through education of a clear understanding of, belief in and dedication to the democratic way of living in accordance with American concepts.

5. Provision of leadership in the development of a program of education for all American youths.

6. Provision of new basic statistics of

education throughout the United States.

7. Stimulation of the development of a broader and more fruitful basic program of education.

Puerto Ricans, a New Problem

NEW YORK.—The special problem of educating the children of 350,000 Puerto Ricans who have come to this city within a period of eighteen months was discussed at a recent teachers' institute offered to teachers in the city school system by the School of Education of New York University.

These children have almost no knowledge of English and have cultural backgrounds differing greatly from the environment of a great metropolis. "The unique social-educational problem created by their sudden presence in the city schools is a matter of concern to all teachers," said Prof. Robert K. Speer, chairman of the department of early childhood and elementary education of the university.

N.R.O.T.C. Exam Announced

WASHINGTON, D. C.—The navy has announced that the national competitive examination for N.R.O.T.C. scholarships will be given December 13. High school students who expect to be eligible for entrance to college next fall and college students under 21 years of age who plan to continue in college for four years after July 1 of next year are eligible to take the examinations.

Library Registration Increases

WASHINGTON, D. C.—Wider use of facilities by both school children and adults is urged in the annual report of the board of library trustees. Pointing out that the number of registered library users had increased during the fiscal year ending June 30 over the preceding year, the report states that the actual number of books charged out had decreased slightly.

The board points out that closer cooperation between educational institutions and the libraries would increase the libraries' usefulness. "The library serves the grade school, the high school and the college student. Its facilities are also available to those whose formal schooling is over. For these and for persons who have never been to college, the library serves as 'a university of the people.'"

Birth Rate Continues to Rise

WASHINGTON, D. C.—The Bureau of Vital Statistics reports that during the first nine months of 1947, the number of births was 25 per cent above the corresponding period in 1946. Since births during 1947 were 50 per cent above the average for the period from 1935 to



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Fiberglas fabrics are used by schools, theatres, and places of public assembly all over the country. They are permanently non-combustible; immune to rot or decay; minimize the hazard of suffocation from oxygen depletion in the event of fire in enclosed places. Endorsed by public safety officials here and abroad.

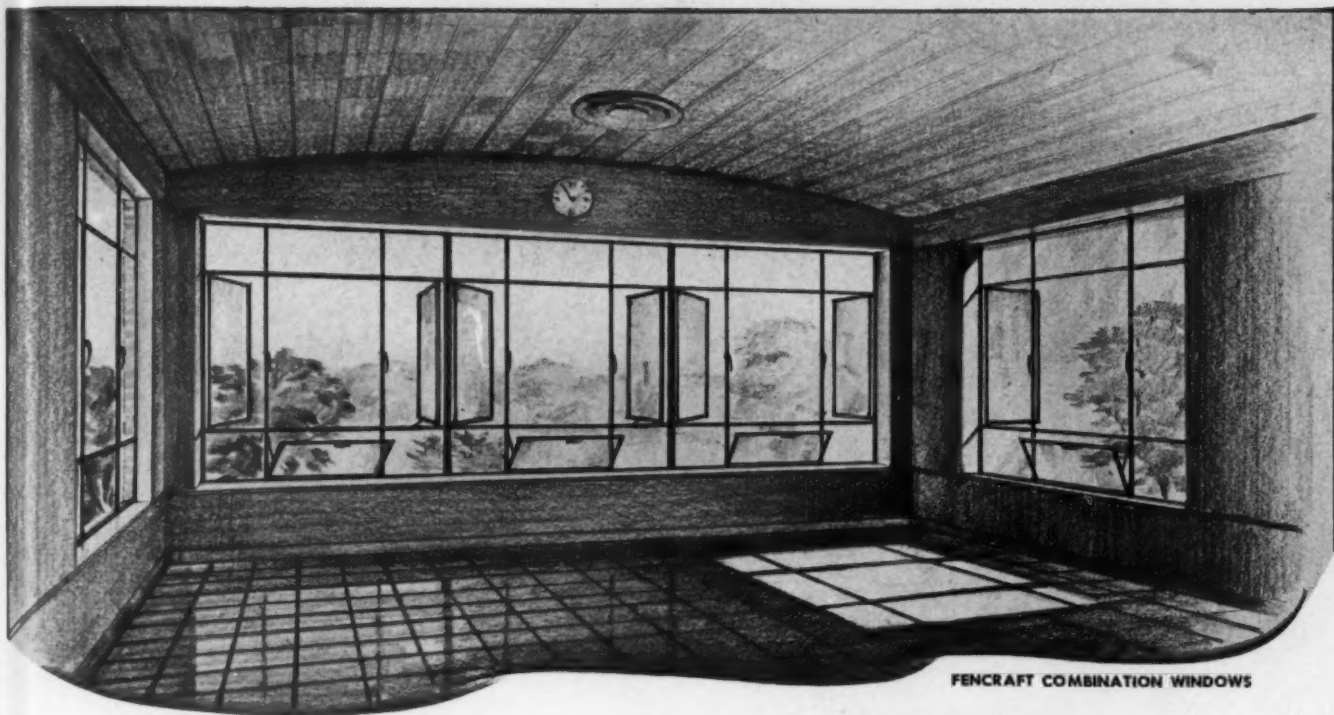
AVALON PARK SCHOOL, Chicago

This typical auditorium installation combines two Fiberglas fabrics: Jade sateen back drop, legs and borders — Plum diamond weave curtain. Theatre installations often include wall coverings of fire-safe Fiberglas.

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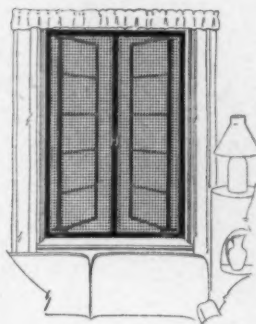
... designed with an eye to safety

Look at the possibilities for fresh-air control in these Fencraft Combination Windows. The hopper sill vent deflects air upward, provides protection from drafts; sheds rain or snow outside. The swing-vents reach out to scoop in the breezes when more ventilation is desired. Vents stay open in the selected positions.

And think about the safety—to children, teachers and your maintenance staff. The hopper sill vent prevents leaning out windows. There's no hazard in washing or screening these windows—both sides can be washed from inside the room. The interchangeable screens can be attached or removed from inside, too. And there's greater safety in steel—it won't burn.

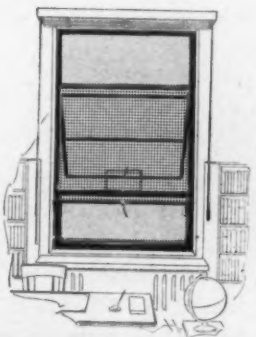
These craftsman-built windows are easy to open or close with one hand—and they stay that way, for steel can't warp, swell or shrink. They're distinctive windows—quality workmanship and excellent hardware make them suitable for the finest schools.

We've kept an eye on cost, too. Fencraft Windows are standardized to effect savings in first cost and to save time and money in installation. Your architect can show you how Fencraft Family of Windows—Combination, Projected and Casement—can provide the right type of window for every school building need. Consult him. And for information on types and sizes, mail the coupon.



FENCRAFT CASEMENT WINDOW

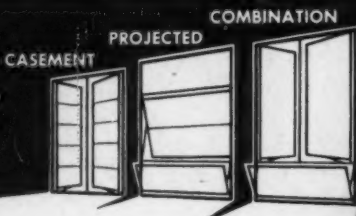
Safe outside washing—from inside. Easy to operate. Interchangeable inside screens, protected from outside dirt. "Homey" appearance makes them ideal for dormitories and clubs.



FENCRAFT PROJECTED WINDOW

Open-out vent acts as weather-protecting canopy over opening. Open-in vent deflects air upward, sheds water outside. Movable air-conditioning unit may be easily attached.

Fenestra



FENCRAFT INTERMEDIATE STEEL WINDOWS

Detroit Steel Products Company,
Dept. NS-11
2257 East Grand Blvd.,
Detroit 11, Michigan

Please send me data on types and sizes of the new Fencraft family of Fenestra Windows:

Name _____

Company _____

Address _____



You'll be PROUD . . .

to have parents and school board members inspect your washrooms when you replace old-fashioned wooden seats with modern Church Mol-Tex — the seat that sets the standard in school sanitation.

It's an Economical Investment, too

There's a size and style of Mol-Tex seat in your choice of black or white to fit any type of existing fixture. And once installed, they're there forever — ready to take all the rough usage you can expect from students.

Permanent Sanitation

Mild soap and water are all that's needed to keep their gleaming, lustrous finish. They stay sanitary forever.

The first cost is the last cost

Mol-Tex seats never have to be replaced. Put Mol-Tex on your modernizing program. Ask your nearest plumbing dealer for complete details today.



WHY MOL-TEX SEATS NEVER WEAR OUT

Church Mol-Tex Seats have a hard, permanent surface that's practically indestructible. The heavy steel hinge plate is anchored to prevent splitting and fracture. Rust and corrosion are eliminated because no metal parts are exposed. That's why Church Mol-Tex Seats are famous as the seats that never wear out.

CHURCH *Mol-tex Seats*

"THE BEST SEAT IN THE HOUSE"
C. F. CHURCH MFG. CO., HOLYOKE, MASS.

Division of AMERICAN RADIATOR & Standard Sanitary CORPORATION

NEWS...

1940, this means an increase in first grade enrollments in the fall of 1953 of approximately 65 per cent above those of September 1940.

If the present rate of births continues, with the corresponding excess of births over deaths, it has significance not only for planning the future of education but also for the cost of living.

Students Flee Fire

PHILADELPHIA.—When flames broke out in the two dome-topped towers of the Benjamin Franklin High School, 2200 students, including 500 veterans, fled out in safety. The building was emptied in four minutes, the students believing that they were having a fire drill. The fire, which was confined to the towers, destroyed what is said to be one of the best astronomical observatories in the country, one in which atomic research had been begun as early as 1904 and had been carried on until the present time.

Roof Collapses; All Safe

MIDVALE, UTAH.—An alert teacher of music at West Jordan Junior High School heard a cracking noise in the school auditorium and thought there must be an earthquake. He sounded the fire alarm and the entire student body of 400 marched out of the building. Less than five minutes later the school roof collapsed. Everyone was out of the building and no one was hurt. It was not an earthquake.

Annuitant List Grows

LINCOLN, NEB.—More than 9000 teachers are now members of the Nebraska Teachers' Retirement System, according to Glenn Anderson, director of school, municipal and safety patrol retirement. A total of 219 are on retirement at present, of whom 135 have retired by virtue of having served thirty-five years; 59 by having reached the age of 65, and 25 by disability.

Search for Young Scientists

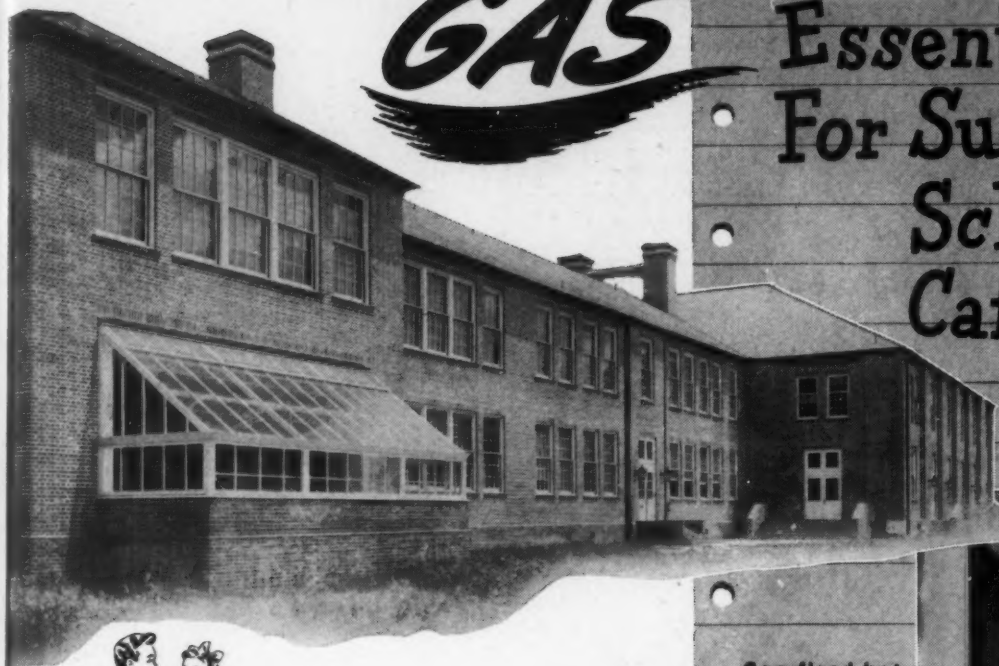
WASHINGTON, D. C.—Westinghouse Electric Corporation's seventh annual search for outstanding science students is now under way. High school seniors interested in science have a chance to compete for \$11,000 in college scholarships.

Country Boarding School Sold

NEW YORK CITY.—The Montessori Country Boarding School at Doylestown, Pa., has been sold to J. N. Landberg of New York City by its founder, Mrs. Anna Windle Paist. The property comprises 20 acres along Linghocking Creek and includes 18 buildings and a swimming pool.

GAS

Essential Fuel For Successful School Cafeterias



Rivers Junior High School,
Charleston, South Carolina



Just look over the essential
requirements for a successful
school cafeteria operation—

- Tasty food
- Rapid service
- Sanitation
- Economy
- Low-Cost maintenance

Then examine the characteristics of GAS and modern Gas Equipment—observe how this ideal fuel fulfills the requirements at Rivers Junior High School, Charleston, South Carolina.

Tasty food to tempt healthy appetites—hot lunches cooked at just the right temperatures to retain the vital elements.

Rapid service for 300 to 400 students—readily possible because automatic Gas Cooking Equipment assures precise preparation schedules.

Sanitation in food preparation and sterilization of utensils—because GAS is a clean fuel, and because a Gas Water Heater maintains a constant supply of hot water at the exact temperature for dishwashing.

Economy in cost of equipment and of fuel—modern Gas Equipment is simple to install and use, automatic controls and low fuel cost assure economical volume cooking.

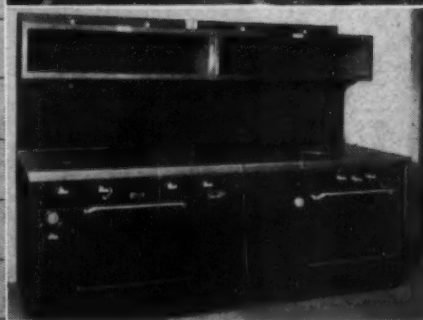
Low-Cost maintenance—the simplicity of modern Gas Equipment and the inherent cleanliness of GAS eliminate specialized and expensive maintenance and repair.

A.G.A. and your local Gas Company Representatives extend greetings to the membership of the
Conference of School Food Service Directors—
Baker Hotel, Dallas—November 13-15.

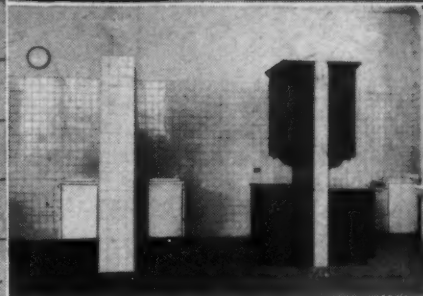
Gas-fired hot
water heater
supplies year-
round school
needs



Heavy duty GAS
ranges serve
the school lunch
room



Section of Gas-
equipped do-
mestic science
laboratory



AMERICAN GAS ASSOCIATION

420 LEXINGTON AVENUE, NEW YORK 17, N. Y.

MORE AND MORE...

THE TREND IS TO GAS

FOR ALL
COMMERCIAL COOKING

NEWS...

Returns to Britannica Post

CHICAGO.—William Benton, who resigned from his post as Assistant Secretary of State for Public Affairs, has returned to the Encyclopaedia Britannica as chairman of the board of directors. He was also elected chairman of the board of Encyclopaedia Britannica Films Inc., a subsidiary company. His headquarters will be in the Britannica's New York offices. Although Mr. Benton continues in the capacity of a trustee of the University of Chicago, he will not serve as as-

sistant to the chancellor as he did prior to his joining the State Department.

ADMINISTRATION

Fraternity Ban Continues

WHITE PLAINS, N. Y.—For five years school officials have been attempting to enforce a regulation banning members of sororities and fraternities at White Plains High School from taking part in extracurricular activities and sports.

Some students openly preferred to join these societies; others joined secretly after signing pledges that they would not do so. This year letters have been sent to parents asking that they certify by signature their children's declarations of nonmembership. It was hoped in this way to discover whether parents were parties to their children's dishonesty.

No Ban on Catholic Negro Pupils

ST. LOUIS.—When Archbishop Joseph E. Ritter recently ruled that Negro children of Roman Catholic faith should be admitted to white parochial schools, a group of some 500 parents protested. An appeal for intercession was sent to the apostolic delegate in Washington, D. C., The Most Rev. Amleto Cicognani, who replied that the archbishop had full ecclesiastical authority to rule as he had done, whereupon the parents voted to end their opposition to the archbishop's action.

Petrillo Permits Student Broadcasts

CHICAGO.—James C. Petrillo, head of the American Federation of Musicians, (A.F. of L.), recently signed a "code of ethics" together with Luther A. Richman, head of the Music Educators' Conference, and Herold C. Hunt, superintendent of Chicago schools.

The new code provides that students may give public performances, on the air or in public, under circumstances where professional musicians could not well be hired anyway. These "circumstances" include educational or civic functions or concerts intended to give students practice.

Cannot Be Transported in Iowa

DES MOINES, IA.—The Iowa supreme court unanimously ruled recently that public school buses may not carry private and parochial school children. The laws of the state, said the court, prevent public school districts from carrying such pupils without forfeiting eligibility for state school transportation aid. No U. S. constitutional issue was involved, in the opinion of the court.

FINANCE

Help on State Financing

WASHINGTON, D. C.—Issuance of "Finance Public Education—General Features of a Satisfactory State Plan" (Leaflet No. 78) was announced by the U. S. Office of Education October 7.

The 18 page leaflet points out that, as schools have progressively expanded

SELECT HYLOPLATE *Lite Site*

See
THE DIFFERENCE

A Refreshing, Cool, Green Chalkboard



A LIGHTER, BRIGHTER CHALKBOARD

Lite Site is that grand old chalkboard HYLOPLATE in a new lighter, brighter color on the refreshing cool green side. Like nature's own green, Lite Site is pleasing to the eye and restful to the senses.

FOR LIGHTER, BRIGHTER CLASSROOMS

Your classrooms are made lighter because Lite Site absorbs less light. Your classrooms are made brighter because Lite Site adds a pleasing touch of color and helps convert the classroom into a "living room" that appeals to both teacher and pupil.

Write today for FREE copy of our new HYLOPLATE Lite Site folder and a sample of lighter, brighter Lite Site. Address Dept. NS-117.

*WEBER COSTELLO CO. TRADE-MARK

WEBER COSTELLO COMPANY
MANUFACTURERS • CHICAGO HEIGHTS, ILLINOIS

Flexible Approach - Definite Goal

Definite as the goal of education may be, the approach to it must, of necessity, be flexible—adaptable not only to the needs and conditions of the times, but most particularly to the individual. To play its part effectively, we believe school furniture must also be flexible and adaptable to a high degree.

Richard N. Greenwood
PRESIDENT



The famous Heywood-Wakefield tubular steel construction assures the light weight so important in a chair of this type. It is easy to move about in study or activity groups or to pull up to desk or table in study hall or cafeteria. Seat and back are of selected hardwood, shaped for genuine comfort and rigidly attached to the frame. Write today for our new illustrated booklet showing other available pieces. Heywood-Wakefield School Furniture Division, 666 Lake Shore Drive, Chicago 11, Illinois.

CHAIR S 915

An all-purpose chair —
Available in graded
sizes — Sturdy, but
light weight — Designed
for comfort and
maximum leg room

NEWS...

toward meeting the educational needs of all children, the problems of school finance have become increasingly complex. Intended to be helpful and suggestive to those concerned with improving state plans, the publication describes ways in which the costs of a foundation education program can be equalized within a state.

Copies of the leaflet may be purchased at 10 cents a copy from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

Handbook Shows Salary Changes

WASHINGTON, D. C.—The 1947 edition of the N.E.A. Handbook summarizes changes in teachers' salaries from 1870, when the average salary was \$189 a year, to 1946-47, when salaries of elementary teachers averaged more than \$2000 and high school teachers, approximately \$2500.

The increment in salaries of all teachers from 1940-41 to 1946-47 was approximately 35 per cent, with the larger increases going to teachers in the smaller school districts.

The Handbook and Manual is divided into six parts: the victory action program, N.E.A. affiliated local associations, affiliated state associations, a description of the N.E.A. and its activities, UNESCO and world organization for education and some basic facts in education.

RESEARCH

Research in Reorganization

LINCOLN, NEB.—Reorganization for better administrative units and necessary constructive legislation for such achievement will form the basis of new research at University of Nebraska teachers college. The study is being financed by a gift of \$3000 from Joseph R. Fulk of Holdrege, Neb., a retired educator. It will be concerned with rural, elementary and village high schools, as requested by Mr. Fulk. Graduate students with M.A. degrees who have had teaching and school management experience will assist in the study.

Teacher Supply Improves

WASHINGTON, D. C.—A spot check of 10 cities and five counties from Maine to New Mexico indicates that the supply of public school teachers is slightly better than it was a year ago.

The shortage of teachers still exists and more than 100,000 teachers hold sub-standard certificates, the N.E.A.'s research division reports, but last year's record of 70,000 teaching positions with no takers is still the record low.

"School officials are fighting to keep teacher supply and demand under control until more favorable conditions can be reached," Dr. Frank W. Hubbard, research director, asserts.

"A sudden boom in economic conditions will upset the present precarious equilibrium and lead to further shortages in teacher supply. Stable economic conditions or a slight recession in non-teaching employment will tend to increase the supply," Dr. Hubbard believes.

Rich Children Taller, Heavier

OTTAWA, CAN.—Canadian children of wealthy parents are an inch taller and 3 pounds heavier than poor children of the same age, it was revealed in a study of 5000 school children made by Dr. J. W. Hopkins of the National Research Laboratories. Both rich and poor children are larger than those in similar groups measured ten years ago.

Lincoln School Study Completed

LINCOLN, NEB.—The report of the Cooperative Study of the Lincoln Schools, started in 1945, has now been
(Continued on Page 80.)

Vent outlet carries away steam that's caught by the machine's integral vent hood.

Pre-flushing unit removes solids, and much of the grease.



A Splendid STRAIGHT-THROUGH Layout

Soiled dishes are delivered onto the long table, and pre-flushed before being placed in the racks. The Chain Carrier Champion assures accurate timing of the wash and rinse, as racks are moved through the sprays at constant speed.

Champions of this type have been built since 1925—thousands are giving dependable service. We also build a complete line of Belt Conveyor and Hand Feed machines. There is a Champion to suit your needs—

But you also need PLENTY of

HOT WATER

The finest modern dishwashing machines can't get the grease off dirty dishes, and steam-dry them sparkling clean and sanitary, unless the water is kept really hot—180° for the rinse. Write us for further details.

CHAMPION DISH WASHING MACHINE CO., Erie, Pa.

For MOST SATISFACTION and LEAST TROUBLE

CHAMPION

Dish Washing Machines

**HERE IS... An Achievement
of Interest to You**

THE NEW TRANE UNIT VENTILATOR

The Finest Unit Ventilator Ever Offered by Trane
Features New Functional Design and New Belt Drive

The clean functional lines of the new Trane Unit Ventilator tell the story of this extraordinary new unit. As an example, added decorations might catch on children's hands or clothing — so there are none on the new Trane Unit Ventilator. This shows thoughtful planning and careful engineering — typical of every part of this new model.

Inside, a belt drive eliminates the usual servicing problem — the motor is standard. There are new developments in the famed Trane directional Free-Flo Grille.

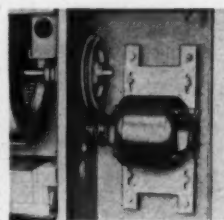
Other features of the new Trane Unit Ventilator . . . fan housings that remove readily for cleaning . . . larger, non-freezing coils that heat uniformly, end-to-end . . . fresh air damper that will not freeze up . . . optional anodized aluminum wall inlet box and grille that can't corrode and stain buildings . . . positive block-off to prevent outside air from blowing into the room . . . large, slow-speed fans for quiet, dependable operation. The new Trane Unit Ventilator is available in four sizes, finished in dark brown, green, or tan baked enamel. Models with square or rounded corners. Write The Trane Company, La Crosse, Wisconsin for information and the location of the nearest of the 85 Trane Sales Offices.

NEW CABINET STYLING

A foremost industrial designer planned this attractive new cabinet to fit unobtrusively into modern classrooms — not to dominate them. The sturdy steel panels are designed so that one man can remove or replace them.

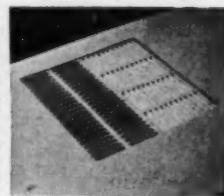
NEW BELT DRIVE

A variable pulley in the new belt drive allows speed flexibility, but banishes the motor problem — the standard motor can be replaced anywhere. Another service problem, the shaft coupling, is gone forever from these Trane units.

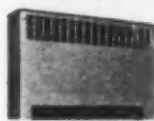


NEW DIRECTIONAL GRILLE

This new version of the Trane directional Free-Flo Grille now does an even better job of providing draftless circulation. It has strength to resist even willful damage, and is designed so that pencils can't drop through it.



USE THESE MATCHED TRANE HEATING PRODUCTS FOR A UNIFIED SYSTEM



THE TRANE CONVECTOR-RADIATOR

Where codes or conditions require additional heating, Trane Convector-radiators provide the perfect answer.

These modern successors to the cast iron radiator induce natural circulation of gently warmed air.



THE TRANE CLIMATE CHANGER

The Trane Climate Changer provides ventilation in quantity for auditoriums, gymnasiums, and other large rooms. The functions of filtering, humidification and cooling may be added to the Climate Changer at any time.



TRANE STEAM HEATING SPECIALTIES

Trane Steam Heating Specialties are matched to Trane heating products, for unified heating systems that perform smoothly and perfectly with a minimum of servicing. Among Trane Heating Specialties is the Trane Lifetime Valve, the valve that carries a lifetime guarantee against steam leakage at the stem.

TRANE

Manufacturing Engineers of Equipment for
HEATING AND AIR CONDITIONING

THE TRANE COMPANY, LA CROSSE, WISCONSIN • ALSO TRANE COMPANY OF CANADA, LTD., TORONTO, ONTARIO



SAVE LABOR

ON MANY JOBS
IN FLOOR MAINTENANCE!

STEEL
WOOLING
(DRY CLEANING)

POLISHING

BUFFING

SCRUBBING

DISC
SANDING



Many ways to
save money on labor—and keep
floors right—with American
DeLuxe Floor Maintenance
Machines! Use Americans for
general polishing and scrub-
bing... for removing gummy,
sticky accumulations... for
sanding operations... for steel
wool operations, dry cleaning
... and for buffing or burnish-
ing. Sizes include brush spread
of 13, 15 or 17 inches. Write
for details. The American
Floor Surfacing Machine Co.,
548 So. St. Clair Street, Toledo
3, Ohio.

Floor Machine Manufacturers Since 1903

Specify
AMERICAN
Deluxe Floor Maintenance
Machines

THE BOOK SHELF...

Printed publications of interest to school administrators are listed as received.

ADMINISTRATION

Public School Administration. By Jesse B. Sears, professor emeritus of education, Leland Stanford Junior University. Ronald Press Co., New York. Pp. 433. \$4.50.

Characteristics of a Good School. Pamphlet No. 7, School Board Reference Library. Illinois Association of School Boards, Springfield. Pp. 51.

How Midland Schools Work: Code of Working Relationships. Adopted by the Midland, Mich., public schools. E. R. Britton, supt. Pp. 49 (mimeographed).

Practical Parliamentary Procedure. By Rose Marie Cruzan, registered parliamentarian, Indianapolis. McKnight and McKnight, Bloomington, Ill. Pp. 202. \$2.50.

You Want to Build a School? By Charles W. Bursch and John L. Reid. Reinhold Publishing Corp., 330 W. Forty-Second St., New York 18. Pp. 128. \$3.50.

CAFETERIA

Little Gold Cook-Booklets, series of 9. Dahl Publishing Co., Haviland Rd., Stamford, Conn. \$3. Also, **The Efficient Maid's Manual**, 50 cents; and **Business Methods for Executive Housekeepers**, 50 cents.

CURRICULUM PLANNING

The Modern Junior High School. By William T. Gruhn, associate professor of education, University of Connecticut, and Harl R. Douglass, director, college of education, University of Colorado. Ronald Press Co., New York. Pp. 492. \$4.50.

The High School Curriculum. Prepared by 27 contributing authorities and edited by Harl R. Douglass, director, college of education, University of Colorado. Ronald Press Co., New York. Pp. 661. \$4.50.

A Continuing Program in the Social Studies. Glen Ridge, N. J., public schools. John P. Milligan, supervising principal. Pp. 117. \$2.

Elementary Teachers Guide to Free Curriculum Materials. Fourth annual edition, edited by John Guy Fowlkes, dean, college of education, University of Wisconsin, and Donald A. Morgan, supervising principal, Randolph, Wis. Educators Progress Service, Randolph, Wis. Pp. 215. \$4.50.

ETHICS

Professional Ethics. The 1947 report of the N.E.A. Professional Ethics Committee. National

Education Association, 1201 Sixteenth St., N.W., Washington 6, D. C. Pp. 64. Single copies free.

INSTRUCTION

The Teacher and His Work: a First Course in Education. By George Gould, professor of education and director of courses in secondary education, and Gerald Alan Yoakam, professor of education and director of courses in elementary education, University of Pittsburgh. Ronald Press Co., New York. Pp. 318. \$3.75.

Spiritual Values in the Elementary School, 25th yearbook, N.E.A. Department of Elementary School Principals, 1201 Sixteenth St., N.W., Washington 6, D. C. Pp. \$61. \$3.

SAFETY

Safety Education in the Elementary and Junior High School Grades, Curriculum Bulletin No. 4. New York Board of Education, 110 Livingston St., Brooklyn 2, N. Y. Pp. 90.

Make Your Own Town Safe. By Herbert Yahraes. Public Affairs Pamphlet No. 133, prepared in cooperation with the National Safety Council, Chicago. Public Affairs Committee, Inc., 22 E. Thirty-Eighth St., New York 16. Pp. 32. 20 cents.

Accident Facts, 1947 edition. National Safety Council, 20 N. Wacker Drive, Chicago 6. Pp. 96. 50 cents; 100 or more 40 cents.

TRANSPORTATION

Suggested Procedures for Securing Economical and Efficient Pupil Transportation. By Maurice E. Stapley. Bulletin XXIII, No. 4, Indiana University School of Education, Bloomington. Pp. 22. 50 cents.

OF GENERAL INTEREST

A History of Western Education. By H. G. Good, Ohio State University. Macmillan Company, New York. Pp. 575. \$5.

Fundamental Education, Common Ground for All Peoples, report of special committee to preparatory commission of UNESCO on proposed action to overcome illiteracy in various countries. Macmillan Company, New York. Pp. 281. \$2.50.

The Junior College. Pamphlet No. 6, School Board Reference Library. Illinois Association of School Boards, First National Bank Bldg., Springfield. Pp. 23.

COMING MEETINGS...

American Association for the Advancement of Science, Chicago Dec. 26-31

American Association of School Administrators, Atlantic City Feb. 22-26

American Education Fellowship, Stevens Hotel, Chicago Nov. 27-29

American Education Week Nov. 9-15

Arizona Education Association, Phoenix Nov. 6-8

Arkansas Education Association, Little Rock Nov. 6, 7

California Teachers Association, Biltmore Hotel, Los Angeles Dec. 5, 6

Georgia Education Association, Hotel Henry Grady, Atlanta Mar. 3-6, 1948

Idaho Education Association, Boise Apr. 23, 24, 1948

Iowa State Education Association, Des Moines Nov. 6-8

Kansas State Teachers Association, Topeka, Wichita, Salina, Independence, Hays, Dodge City Nov. 6, 7

Kentucky Education Association, Henry Clay Hotel, Louisville Apr. 14-16, 1948

Missouri State Teachers Association, Hotels Statler and Jefferson, St. Louis Nov. 12-14

National Catholic Education Association, San Francisco Mar. 31-Apr. 2

New Jersey Education Association, Hotel Traymore, Atlantic City Nov. 6-9

New York State Teachers Association, Hotel Seneca, Rochester Nov. 24, 25

Ohio Education Association, Hotel Deshler-Wallick, Columbus Dec. 29-31

Oklahoma Education Association, Tulsa Feb. 13, 14, 1948

Oregon Education Association, Portland Apr. 1-3, 1948

Pennsylvania State Education Association, Harrisburg Dec. 29-31

School Food Service Association, Baker Hotel, Dallas, Tex. Nov. 13-15

South Carolina Education Association, Columbia Mar. 18-19, 1948

South Dakota Education Association, district conventions: Yankton, Deadwood, Pierre, Watertown Nov. 24-26

State Secretaries, Santa Fe, N. M. Dec. 1-3

Texas State Teachers Association, Hotel Gunter, San Antonio Nov. 27-29

West Virginia State Education Association, Hotel Prichard, Huntington Nov. 6-8

Wisconsin Education Association, Hotel Schroeder, Milwaukee Nov. 6-8

The NATION'S SCHOOLS

AMERICAN-Standard



serves best for every school need!

COMPANION Lavatory is genuine vitreous china construction . . . its surface is smooth, hard and easily cleaned. Has a square bowl, convenient shelf back and cast-in soap dishes. Sparkling fittings and all exposed metal parts have non-tarnishing Chromard finish. Especially suitable for teachers' washrooms.

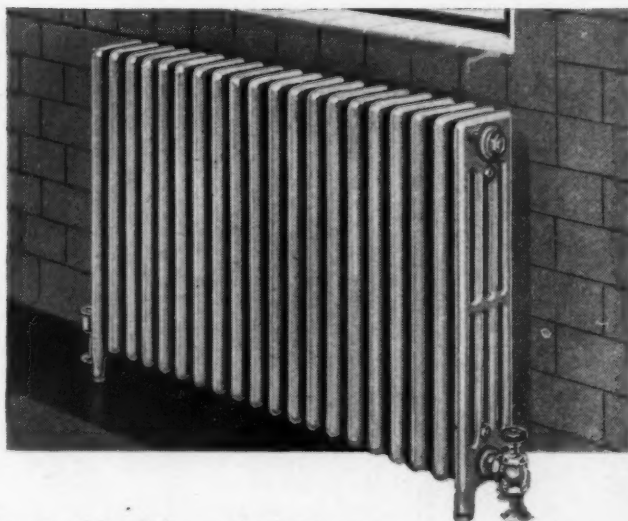


AFTON Water Closet is designed for quiet action. It is ideal for administrative and teachers' washrooms. Made of genuine vitreous china . . . therefore has a permanently non-absorbent surface that is easy to keep clean. Syphon vortex flushing action with jet is extremely quiet and thoroughly efficient. Elongated bowl is an added sanitary feature. Shown with Church indestructible white Mol-Tex seat.



● Whether you are equipping a large school or a small one . . . teachers' or pupils' rest rooms . . . classrooms, corridors or an auditorium . . . you will find the heating equipment and plumbing fixtures that will best serve all your needs in the complete American-Standard line. Thousands of satisfactory school installations are proving that American-Standard Heating Equipment and Plumbing Fixtures mean better operation, higher efficiency and easy maintenance . . . even under the rugged service conditions that are encountered in schools.

Your Architect and your Heating and Plumbing Contractor will gladly advise you about the American-Standard products that will serve best in your school. **American Radiator & Standard Sanitary Corporation**, P. O. Box 1226, Pittsburgh 30, Pennsylvania.



ARCO Radiator is slim-tubed, good-looking and easy to clean, provides exceptionally quick heating. Available in four widths and a variety of heights to fit practically any space requirement. May be recessed or enclosed in an attractive American OK Enclosure.



Serving the Nations' Health and Comfort.

LOOK FOR THIS MARK OF MERIT—It identifies the world's largest line of Heating and Plumbing Products for every use . . . including Boilers, Warm Air Furnaces, Winter Air Conditioners, Water Heaters, for all fuels—Radiators, Convectors, Enclosures—Gas and Oil Burners—Heating Accessories—Bathtubs, Water Closets, Lavatories, Kitchen Sinks, Laundry Trays, Brass Trim—and specialized products for Hospitals, Hotels, Schools, Ships, and Railroads.

NEWS...

Lincoln School Study

(Continued From Page 76.)

published. Directed by Yale University through Clyde Hill and Samuel Brownell, it differs from other studies in that it was a cooperative effort on the part of 10 consultants in different parts of the country, local teachers, board members and school administrators, instead of being the work of a board of consultants alone.

The report recommends citizens participate in formulating ideas as to what

schools can do for the community; that an adult education council be organized, and that more help be given pupils in their personal and emotional problems.

M. C. Lefler is superintendent at Lincoln.

FEDERAL AID

A.V.C. Endorses Federal Aid

WASHINGTON, D. C.—A five point program of legislation to "provide equal educational opportunity for all of the

nation's children" has been announced by the American Veterans Committee.

The program calls for a minimum salary of \$2400 a year for all teachers; cabinet status for the Federal Security Administrator as Secretary of Health, Education and Security; development of day-care and nursery school facilities for preschool-age children; free college and professional education, based only on ability and merit of the individual, and federal aid for public schools on the basis of state and local needs.

Welfare Legislation Urged

WASHINGTON, D. C.—Organizations and groups interested in the passage of the Public Welfare Act of 1947 (H.R. 3636 and S. 1355) are pressing for action early in the next session of Congress.

The threefold purpose of the bill is: to enable each state to develop a comprehensive program of public welfare services for families, adults and children; to make assistance available to all needy individuals in the state, if they cannot afford to maintain a minimum standard of security, and to make health and other welfare services available to promote personal well-being.

The bill requires each state to prepare a plan by which the provisions of the bill can be carried out within the state. The Federal Security Agency must approve the plan prior to the allocation of federal funds. Provision is made in the proposed legislation for federal appropriations to the Federal Security Agency to train personnel for public welfare work and for demonstration projects.

MEETINGS

School Boards Sponsor Institutes

LINCOLN, NEB.—The executive committee of the State School Boards Association of Nebraska met recently to map out forthcoming activities. Plans include the engaging of legal counsel and the taking of any action necessary to protect the interests of schools in a reevaluation of school lands. Plans were also made for the association to sponsor jointly with the University of Omaha an institute on construction and maintenance of school buildings. An attempt will be made to hold at least four regional school board conferences in various parts of the state during the present winter.

South Studies Resources

GATLINBURG, TENN.—Representatives from 13 states and from two other regions studied resource developments from all angles at conferences at Gatlin-

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BUILDING A HOUSE. The actual construction of a home is presented so skillfully in this EBFilm that very small youngsters easily get a clear idea of this complicated process. *Related EBFilms for your library:* Making Shoes; Making Cotton Clothing; Paper; Cotton; Making Books.



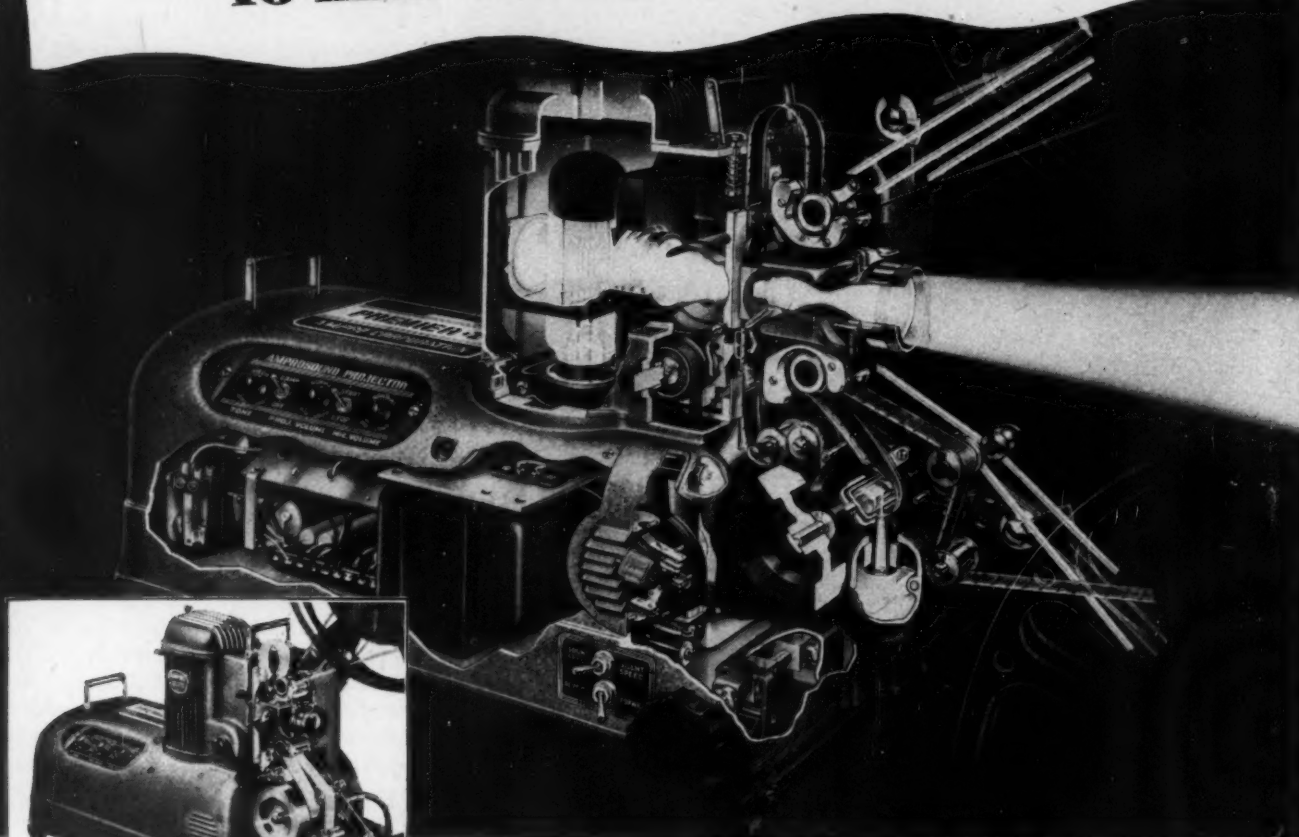
LIVE TEDDY BEARS. The cute antics of the strange little Australian bear (Koala) delight small pupils while greatly extending their scope of interest and understanding. *Related Films you should own:* Elephants; Animals of the Zoo; Black Bear Twins; Adventures of Bunny Rabbit; Gray Squirrel; Goats; Horses; Three Little Kittens.



DRAWING WITH A PENCIL. The eminent artist, Kautsky, after making preliminary sketches, selects his preference and completes a charming drawing of a shingle-and-stone lodge. *Related Films for your library:* The Making of a Mural; Painting Reflections in Water; Brush Techniques; Pottery Making; Plastic Art; Modern Lithography.

*Color films.

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This amazing cut-away view of the interior of the Ampro "Premier-20" 16mm. Sound Projector reveals the complex precision mechanism and advanced design of this unusual unit. It presents graphically the many functional parts which assure Ampro's crisp, brilliant pictures and high-fidelity sound reproduction.

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NS-1147

NEWS...

burg, Tenn., during two weeks in September. The program was sponsored by the committee on Southern Regional Studies in Education of the American Council on Education under the directorship of John E. Ivey Jr., executive secretary, and W. J. McGlothlin, associate director.

The first week's program included discussions, led by scientists, of the principles of resource development as they are related to various aspects of environment. The second week's program con-

cerned various state, institutional and regional programs of resource-use education in progress in the South.

During the second conference week, participants analyzed reports on resource-use education programs in the region and discussed possibilities of strengthening those programs. Individuals actively engaged in directing various resource development projects reviewed their programs at general conference sessions. Small committees, made up of participants, studied the project reports.

Student Government Conference

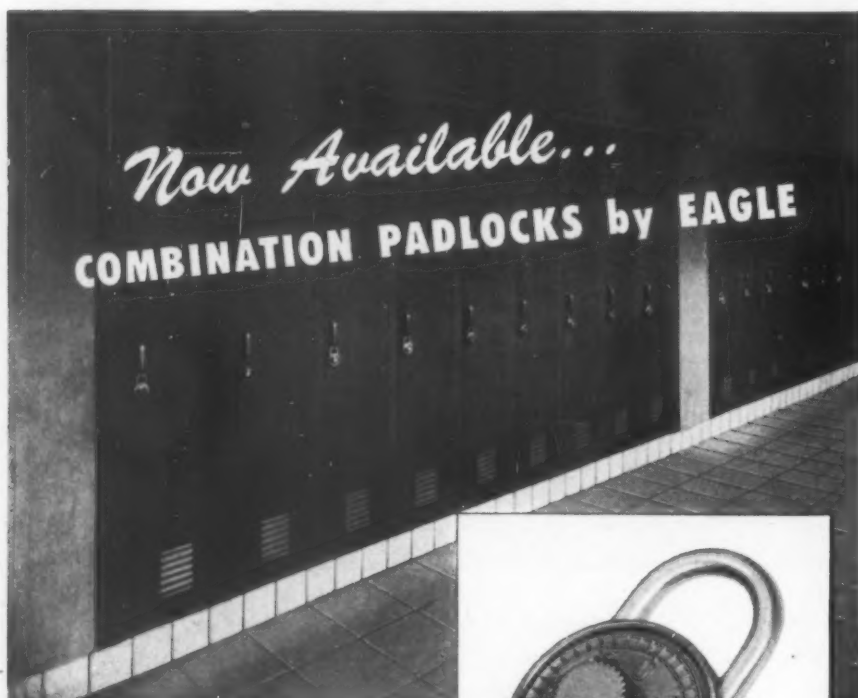
ATHENS, GA.—More than 150 high school students interested in student government attended a three day work conference on the University of Georgia Co-Ordinate Campus in late September. The students were accompanied by their faculty advisers. Believed to be the first session of its kind in the country, the conference was led by Dr. Fred B. Dixon, principal of John Marshall High School, Richmond, Va. The conference for representatives and sponsors of high school student councils was sponsored by the University of Georgia College of Education in cooperation with the Georgia Association of Student Governments.

"Crude, Violent and Debased"

WASHINGTON, D. C.—At the first post-war meeting of the International Council of Women, resolutions were adopted urging that a full and adequate education be made available to every child.

The group recommended also that instruction in citizenship should include the teaching of responsibilities for home life as well as for participation in community, national and world affairs. Textbooks, films and radio programs were criticized for their too frequent selection of themes and characters that are "crude, violent and debased." The council proposed, instead, materials for children's reading and programs that are of educational value and authentic in their portrayal of the life and customs of different countries and peoples.

Mrs. Jeane Eder of Switzerland was elected president of the council. Other officers included representatives from England, the Netherlands, Belgium, France, Scotland, Canada, Norway and South Africa.



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INTERNATIONAL

Plans for Foreign Scholarships

WASHINGTON, D. C.—President Truman's board of foreign scholarships held its first meeting on October 8 and 9 and adopted policies regarding the awarding of scholarships under the Fulbright Act. A total of \$140,000,000 is now available for such scholarships to be used in cooperation with some 20 foreign countries.

The funds must be distributed over a twenty year period. The board estimates that it will be possible to send abroad each year about 1500 American students, plus some 300 professors and research workers. By law, only the transportation of foreign students and professors to study in the United States may be paid from this fund; it is anticipated that

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NEWS...

several hundred will be able to receive such assistance.

The board decided to rely largely upon existing private agencies to select Americans for foreign study. The Institute of International Education in New York will handle the selection, setting up regional committees to review student applications in various sections of the country.

The National Research Council, the American Council on Education, the Social Science Research Council and the

U. S. Office of Education will be asked to cooperate in selecting teachers and research workers eligible for grants under the act.

The program is expected to get under way on a small scale by the fall of 1948 with student scholarships at first limited to those on the graduate level.

School Editors to Visit UN

CHICAGO.—Seventy-five school editors chosen from all Chicago and Cook County public, parochial and private

schools having an enrollment of 800 or more will see the General Assembly of the United Nations in action. They will make a five day trip to Lake Success, N. Y., as guests of the *Chicago Sun*.

Aids International Relations

WASHINGTON, D. C.—The 1947-48 program of the N.E.A. Committee on International Relations is aimed to stimulate action by teachers and teacher associations in the development of international understanding.

Kits containing material on such topics as foreign travel, teacher and student exchange, educational reconstruction in devastated areas, world organization, including UNESCO, will this year be available at cost. The material is planned to assist local groups in discussing world issues and in understanding the rôle of the school in international affairs.

Seeks Funds for Chinese School

NEW YORK.—Dr. William Heard Kilpatrick is heading a campaign to raise \$50,000 for the support of the Yu Tsai School for Gifted Children in China.

Economics Affects Schools

NANKING, CHINA.—Governments that are spending 60 per cent of their income for military purposes and only 4 per cent on education cannot expect to get far in the fight against mass illiteracy.

The regional conference of UNESCO held here in September heard such figures quoted for China, while India's spokesman, Dr. K. G. Saiyidain, said that the political struggle in his country was preventing both India and Pakistan from coming to grips with educational problems.

The international situation or internal politics prevented the attendance of representatives of Japan, Korea, Indonesia and Indo-China. However, delegates from 12 other Far Eastern and Pacific territorial units attended. They discussed their common problems for ten days and then adjourned, after endorsing the mass education "pilot project" sponsored by UNESCO.

The Far Eastern pilot project will be developed in China; the site has not been chosen. UNESCO will provide a consultant but the Chinese government will have to finance it.

The GRAPHIC ARTS *serve the entire school*

SCHOOL OFFICIALS

A graphic arts department can be of great assistance to you in winning public support for your educational program by interpreting the aims and ideals of your schools to your community. Printing is a powerful publicity medium under school control. Have you seen our "Idea Files" showing projects schools are printing? If not, write for them. We will put you on our mailing list.

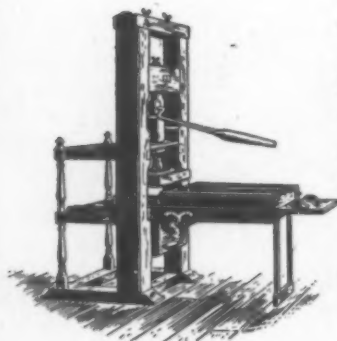
DEPARTMENTS

English, social studies, art and arithmetic are basic educational tools in the graphic arts laboratory. Thus the graphic arts functionalize and motivate the academic subjects through purposeful activity.

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Criticizes Teacher Training

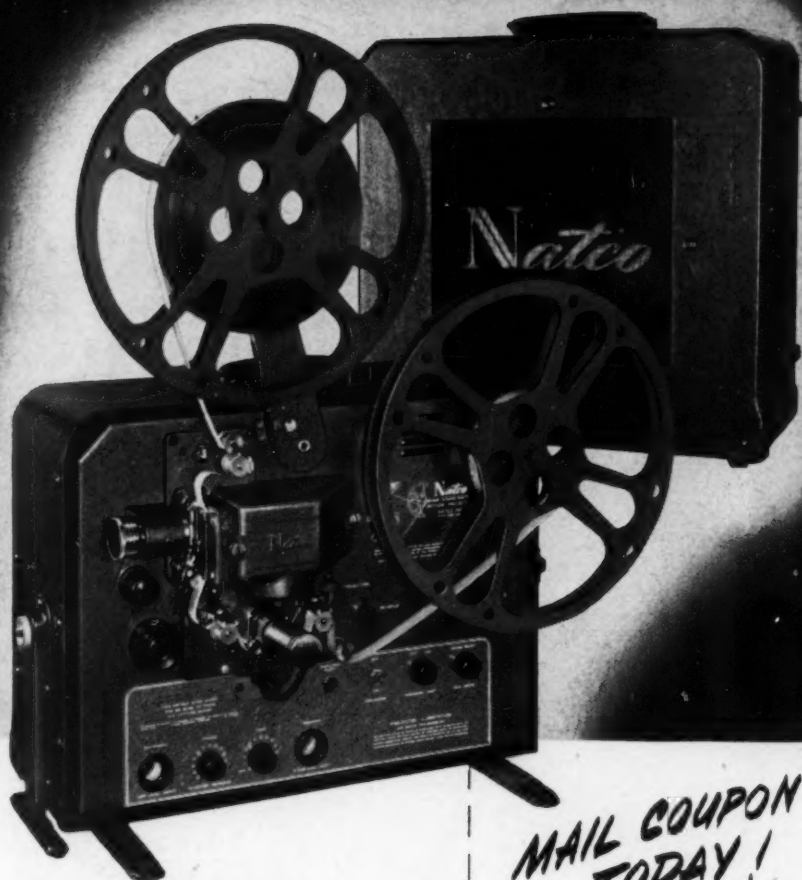
NEW YORK.—Dean Ernest O. Melby of the New York University School of Education in his annual report to Chancellor Harry Woodburn Chase stated that only a fraction of the 1,200,000

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NEWS...

teachers in schools today have had adequate professional preparation. A trend toward five year programs of teacher education is not the solution to the difficulty, he said. "The chief hope for lifting the quality of education lies in considerable part in the development of effective in-service education." Beyond this a more careful selection of students, and a curriculum attuned to the needs of modern education and opportunity for practice teaching and in community leadership are necessary.

Human Relations Important

NEW YORK.—"Now I know you want to make me happy and not give me a headache." Such emotional appeals on the part of teachers are as harmful to pupils as are name calling, belittling and shaming.

Jennie N. Haxton told her extension class at Queens College recently that professional training has been too largely concerned with technics and too little with human relations.

Really liking children and thinking

they are important and interesting are basic to successful work with boys and girls.

Can Get Ed.M. in Connecticut

NEW HAVEN, CONN.—The cooperative working arrangement between the Yale University Department of Education and the New Haven State Teachers College, described in the October issue, will enable teachers to win the master of education degree by working at both institutions. This marks the first time that such a degree has been made possible at a teachers' college in Connecticut. Students admitted to the program are restricted to competent teachers in service. As the course develops this year, instruction will be set up for the summer of 1948 and for the next academic year to permit the admission of a larger number of students.

For Teacher Improvement

NEW YORK.—Teachers College, Columbia University, is offering 400 afternoon, evening and Saturday classes for teachers in the metropolitan area in an attempt to raise present teaching standards.

A Center for Human Relations

NEW YORK.—A Center for Human Relations, said to be the first of its kind in this country, was opened recently under the joint sponsorship of the School of Education of New York University and the Bureau for Intercultural Education. Its purpose is to provide training and opportunity for field work and research for graduate students who are to become leaders in our schools and in educational agencies.

The new center will be located near the School of Education in Washington Square. It will cooperate with the Bureau for Intercultural Education, which has accepted invitations from school systems to give systematic field service in Philadelphia, Cincinnati, East Chicago, Gary, Battle Creek, Kalamazoo and Detroit.

Teachers Study Aviation

CHAMPAIGN, ILL.—Experience in flying is now included in the training offered prospective teachers in secondary schools at the University of Illinois College of Education. The work includes the showing of films on the aerodynamics of flight and the social implications of the air age, an outline of Civil Aeronautics Administration services to schools, an airport tour with briefing by a pilot and flights of from twenty to thirty minutes, and talks by pilots and others in the field of aviation. Although the amount of time that may be devoted to aeronautics by a class in

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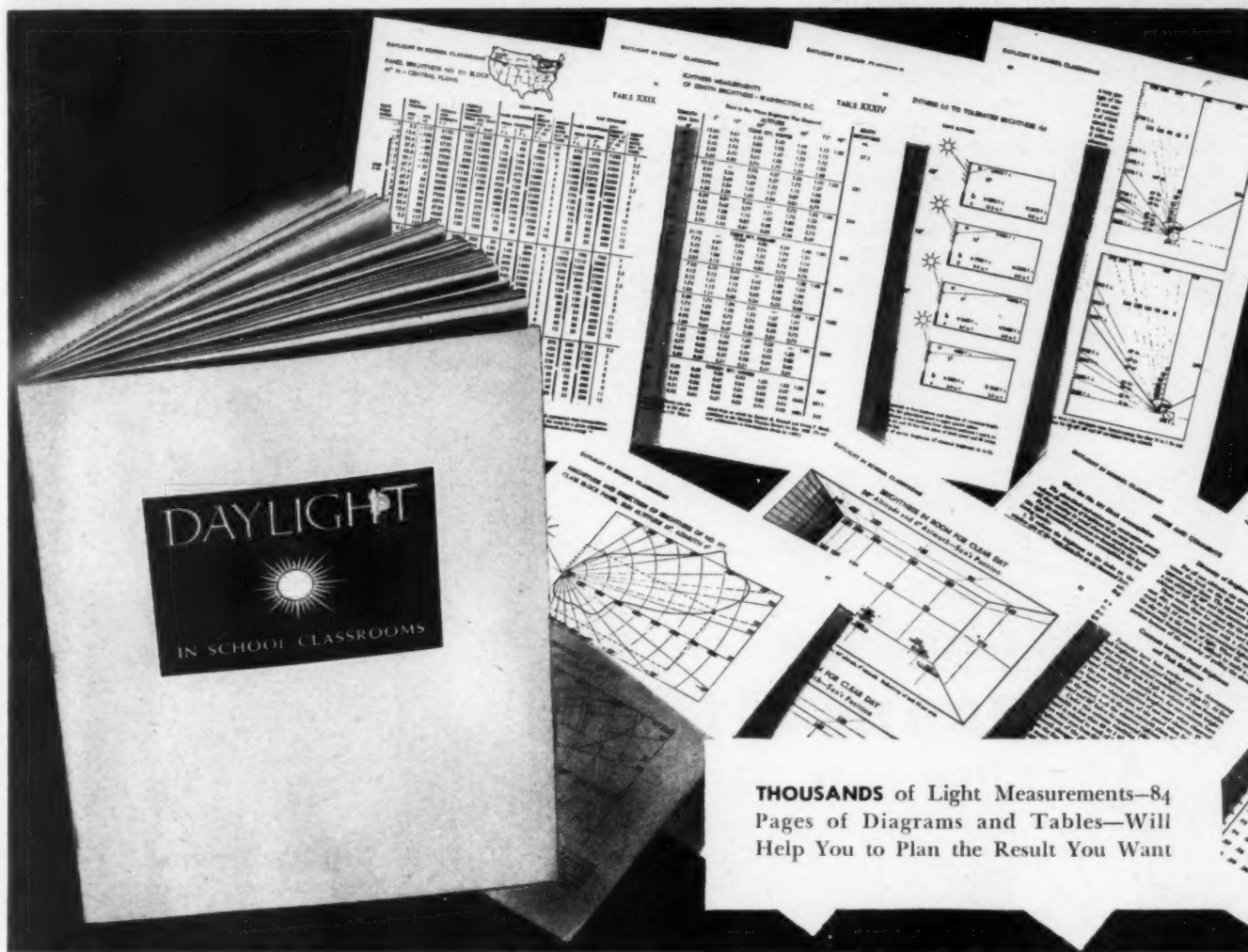
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THOUSANDS of Light Measurements—84 Pages of Diagrams and Tables—Will Help You to Plan the Result You Want

Let this Manual Answer Your Questions on PLANNED DAYLIGHTING FOR SCHOOL CLASSROOMS

IT IS EASIER for the architect to design a school if he has this book at his elbow and easier for a school administrator to answer many questions that come up in connection with natural daylighting.

How bright is a clear sky in winter?—What is the pattern of brightness of an overcast sky with respect to azimuth from the sun and with respect to altitude from the horizon?

What brightness ratios may one hope to get with daylighting constructions available today? How far are windows typically shaded under various conditions of outside lighting? (More than 1,500 classrooms examined to get this information.)

What reflectances are recommended for different interior surfaces? What task brightnesses may be expected with bilateral lighting? What effect does ceiling height have on task brightnesses?

What task brightness may be expected when the child is reading from a book lying horizontal on a desk farthest from the fenestration in a south room on March 21st in Seattle? In New Orleans? In Denver?—*In any city in the United States, for any time of day for any room orientation and for a bright or overcast sky?*

These are some of the questions answered by the data in this book, "Daylight in School Classrooms." There are hundreds of other questions answered too. The tables are complete enough to permit you to work out many special prob-

lems of your own, problems that have never occurred to anyone else but you or problems that are peculiar to your north latitude, or a particular orientation of the classroom that may interest you.

FREE to architects, school administrators, educators, teachers, lighting engineers and others interested in the problems of classroom lighting. Write for your copy today.

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NEWS...

education is limited at present, all students are encouraged to enroll.

Teachers' College Groups to Merge

WASHINGTON, D. C.—On October 1, the National Education Association announced that plans had been completed for the merging of the American Association of Teachers Colleges, the National Association of Colleges and Departments of Education and the National Association of Teachers Education Institutions in Metropolitan Districts. The merger

will become effective February 1. Several names for the new organization are under consideration, such as the American Association of Colleges for Teacher Education and the American Association of Colleges of Education.

VETERANS

New Facts on G.I. Education

WASHINGTON, D. C.—The September 30 report of the Veterans Administration showed a gain over the August 31 report

of nearly half a million veterans in education and training. The number in on-the-job training remained relatively unchanged, the increase being in the number of those enrolled for institutional training.

Of the 225,000 disabled veterans in education and training, nearly 10 per cent are preparing to enter the teaching profession. Of these, 2500 are taking postgraduate work to enable them to teach in colleges and universities and approximately 1000 are preparing to teach specialized courses in trade and industrial schools. The remainder, except for about 200 who are training for elementary teaching, plan to become high school teachers.

PUBLIC RELATIONS

Paper Cited for Aiding Schools

CHICAGO.—For its campaign to reform Chicago's public school system, the *Chicago Sun* was awarded a special citation by Sigma Delta Chi, professional journalism fraternity. The "courage in journalism" citation pointed out that the newspaper performed "an important public service . . . in the face of strong opposition from antisocial forces."

Aid in Bond and Tax Campaigns

WASHINGTON, D. C.—The research service of the N.E.A. has prepared a 44 page pamphlet, "Winning School Support at the Polls," which is designed to assist school administrators in planning and conducting campaigns to procure support of bond issues or tax levies. The material consists of detailed descriptions of local campaign procedures and devices used during the summer by a number of school systems that conducted successful campaigns. Illustrations of printed and mimeographed leaflets, handbills, stickers and cartoons are reproduced.

Education Centennial

HOLLAND, MICH.—One hundred years of public education in this city was celebrated by pageantry, music and speeches on October 7. Just a century ago, the first school was organized on the Van Der Haar farm. Ira Hoyt, the teacher, received \$22 a month for a term of three and one half months. Guest speaker for the centennial celebration was Supt. Herold C. Hunt of Chicago, who addressed a public program in the evening and a senior high school assembly in the morning. It was an occasion of much reminiscence for Dr. Hunt since he is a graduate of Holland High School, class of 1919. Among the platform guests was E. E. Fell, who was superintendent of

For Every Classroom
RICHARDS-WILCOX
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Richards-Wilcox No. 780 Receding Door Wardrobe is designed to meet the requirements of every classroom. Extreme flexibility of design permits a series of pupils' sections only, or combinations including bookcases, supply cabinets and teachers' wardrobes. Each double-door section accommodates up to 24 pupils, depending on door widths. Offset door pivots extend to rear under racks and permit doors

to recede into wardrobe leaving entire entryway unobstructed. Position of doors when open prevents contact with blackboards*—no smudging or soiled clothing.

R-W School Wardrobes are available with either individually or multiple-operated doors to accommodate any specified number of pupils. Your nearest R-W branch office will gladly furnish complete details.

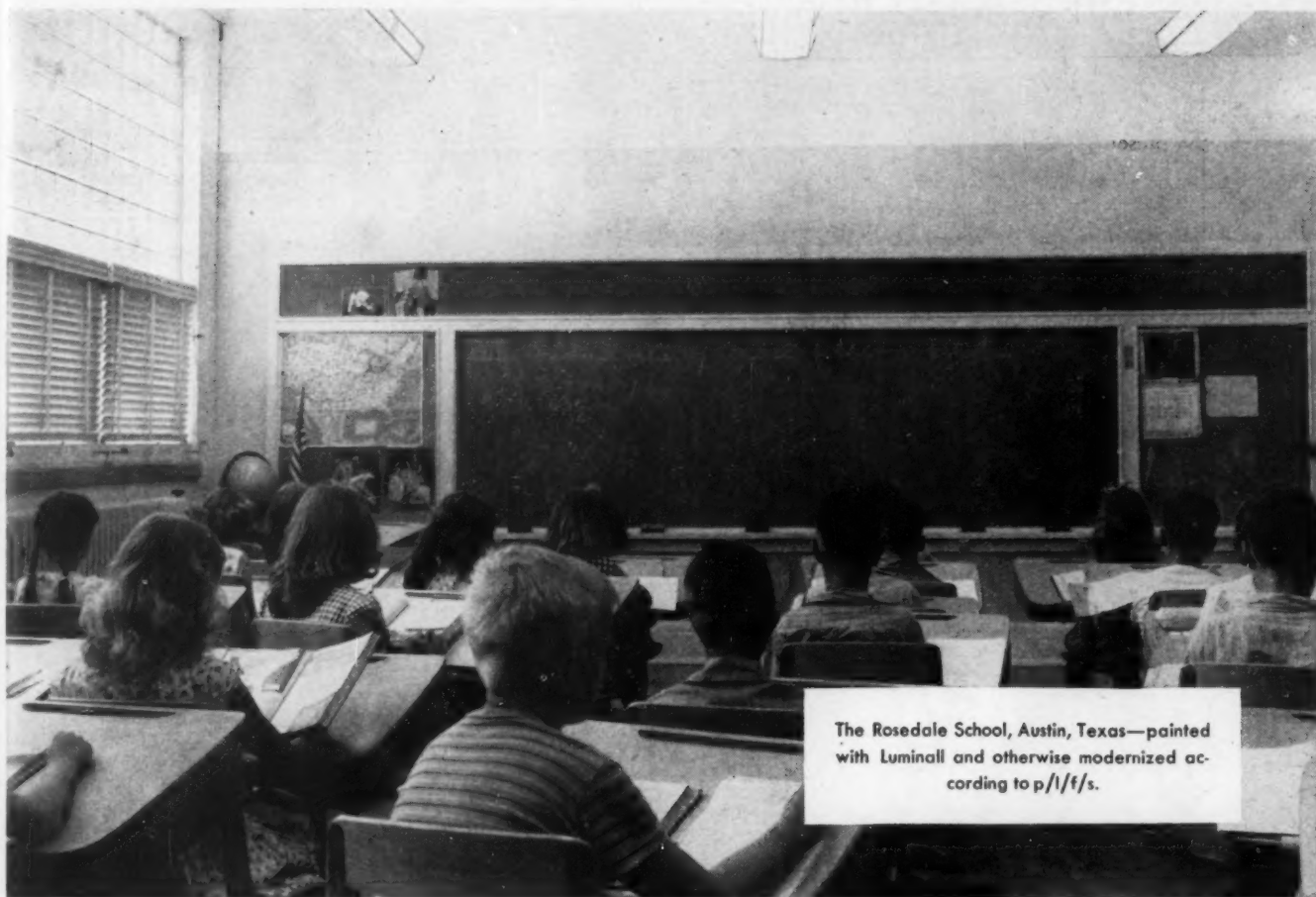
*Blackboards or corkboards optional.

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The Rosedale School, Austin, Texas—painted with Luminall and otherwise modernized according to p/l/f/s.

The Advantages of LUMINALL PAINT in the Harmon Technique

For convenience p/l/f/s is used as an abbreviation of "painting, lighting, fenestration and seating as coordinated according to the Dr. Darell B. Harmon Technique." When schoolrooms are modernized according to this technique, a profound improvement is noted in the educational progress of students as well as improvements in their physical well-being. The cost of p/l/f/s modernizing an old schoolroom is as low in some areas as \$40.00.

Luminall paint is ideal for painting walls and ceilings in a p/l/f/s job. It is highly light-reflective—up to 90.6% for white. It maintains this reflectivity because it

does not "yellow" or discolor from age and exposure. It diffuses reflected light thoroughly. Luminall paint was used in the Mexia, Texas, and Rosedale (Austin, Texas) schools which played such an important part in the development and testing of p/l/f/s.

Ask for a copy of Dr. Harmon's "LIGHT ON GROWING CHILDREN," reprinted from Architectural Record. On receipt of sketches showing dimensions and details of schoolroom, specifications will be furnished according to the Harmon Technique without cost or obligation. NATIONAL CHEMICAL & MFG. CO., 3617 S. May Street, Chicago 9.

P/L/F/S Results

By relatively simple changes (p/l/f/s) in existing schoolrooms children have made 10 months educational growth in 6 months. Other advantages include:

- 57.1% less refractive eye problems
- 90.1% less non-refractive eye problems
- 44.5% less nutritional problems
- 30% less signs of chronic infection

LUMINALL

the light-reflective
paint for interiors



NEWS...

Holland schools from 1910 to 1945. Upon his retirement, he was succeeded by C. C. Crawford, the present superintendent.

For Community Information

HIGHLAND PARK, ILL.—"These Are Your Schools" is the title of an informational folder prepared by the Highland Park board of education. To acquaint residents with their schools, the report graphs the training, teaching experience and salary range of its 61 teachers and principals, including the salary schedule adopted for 1947-48. Described are the

curriculum and course of study, the guidance program, the function of the schools as community centers, future building needs and the financial program of the district.

Businessmen Help Schools

MUSKEGON, MICH.—When additional funds were needed for operating and maintaining the school system so that it could keep its accredited rating, Muskegon business men undertook to combat public complacency. They sponsored a series of advertisements in the

local papers presenting the problem clearly and forcefully. The election carried by a comfortable margin.

INSTRUCTION

Questions 30,000 on U.M.T.

WASHINGTON, D. C.—The American Council on Education has sent some 30,000 questionnaires regarding universal military training to school and college administrators, professors, leaders in vocational education and college alumni.

The organizations participating in conferences preceding the poll include the National Education Association, the American Association of School Administrators, the National Association of Secondary-School Principals, the American Vocational Association, the American Association of University Women, the American Association of University Professors, the American Association of Colleges, the National Association of Land-Grant Colleges, the National Association of Teachers Colleges and the American Association of Junior Colleges.

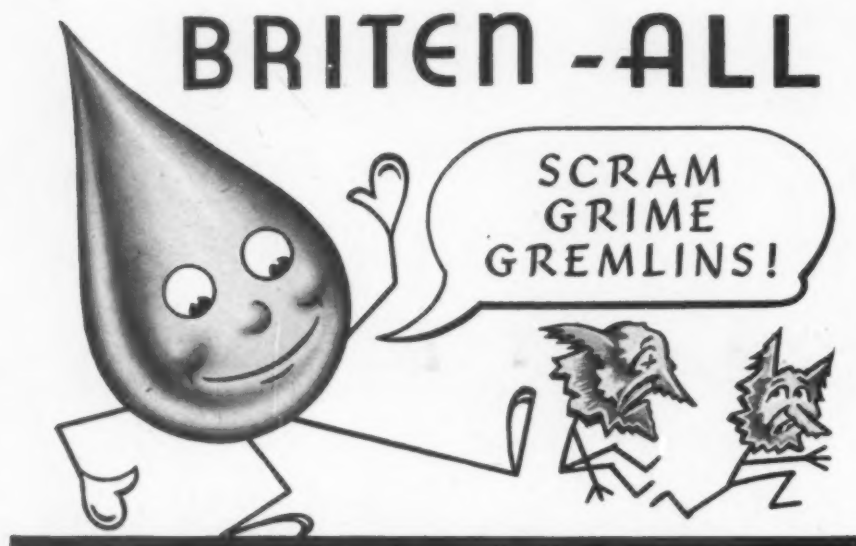
The questionnaire asks for the judgment of the respondents on the recommendations of the President's commission on universal training and on alternative proposals for military security other than universal military training.

Teaching Highway Safety

WASHINGTON, D. C.—The President's Highway Safety Conference, in its report, "Immediate Goal and Action Program," outlines the steps each community and state should take in carrying out a safety program.

The recommendations dealing with education urge:

1. That equipment, trained teachers and text materials be made available so that competent instruction in driving will be offered through the schools to every individual previous to the time he begins to operate a motor vehicle.
2. That attention be given to school bus standards, inspection and maintenance; to driver standards, selection and training; to school bus patrols as a means of increasing the safety of pupil transportation.
3. That school safety patrols be considered an extension of the educational program and not used to regulate vehicular traffic or to assume the duties of the traffic officer.
4. That wider facilities be provided for preservice and in-service preparation of teachers for traffic safety educational work.
5. That methods of teaching safety be studied to determine how best to establish proper habits and instill a belief in



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Scrubs and polishes *faster*. Easy to operate. Sturdy, perfectly balanced construction. Exceptionally quiet.



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NEWS...

the child that accident prevention is both desirable and practical.

Planning for Parenthood

WASHINGTON, D. C.—Delegates of East Coast chapters of the Planned Parenthood Federation of America at their regional meeting here October 2 and 3 emphasized the importance of planned parenthood to family and community life. A nationwide campaign was planned to begin in February.

The importance of instruction in sex education was stressed by the Social

Hygiene Society of the District of Columbia in approving a statement that "all high school students should learn the facts about venereal disease. The schools have a wonderful opportunity and a direct responsibility to protect youths from the maiming and killing effects of the venereal plagues by teaching them the same scientific truths that are taught regarding other diseases."

It was proposed that such instruction be given as part of the general courses in health and hygiene. Close cooperation between the board of education and the

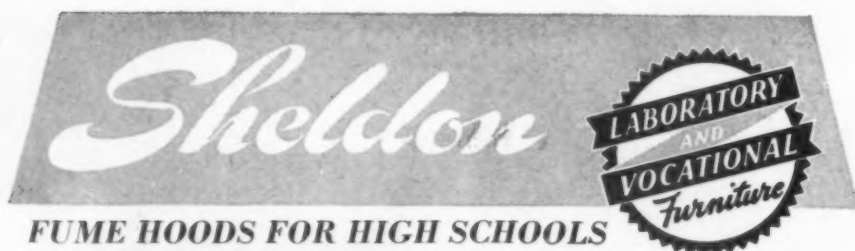
Social Hygiene Society was recommended in order that the subject might be presented in a proper manner.

Calls for Sex Education

DULUTH, MINN.—More stress on sex education in public schools would help to solve the problem of sex offenses, Dr. Carleton Simon of New York, criminologist for the International Association of Chiefs of Police, told association members at a meeting here.

"Vice finds its best soil for growth in the adolescent age," Dr. Simon declared. "Greater attention should be given to youth in sex education. Sex questions occupy the minds of young folk more than adults realize."

Dr. Simon asserted that "unbridled sex desires, which are astonishingly prevalent, throw as many boys into delinquency as sex expression throws girls into prostitution." He commended laws in the states of California and Illinois for providing modern treatment for sex offenders.



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WASHINGTON, D. C.—War Assets Administration is making available to schools approximately 3,000,000 textbooks formerly used in military training programs and U. S. Armed Forces Institute courses. These are available through the Federal Works Agency without charge, or directly at 5 per cent of fair value. They cover a variety of subjects for secondary schools and higher educational institutions. Large numbers of books are located in Washington, New York City and St. Louis, and small lots have been declared surplus to W.A.A.'s regional offices, from which catalogs of the volumes obtainable may be had.

AUDIO-VISUAL

D. C. Seeks FM Station

WASHINGTON, D. C.—The board of education of the District of Columbia is seeking to establish an FM radio station. Plans are also being developed to train teachers in the effective use of scheduled educational broadcasts and to help children both in broadcasting their classroom activities and in learning through radio programs.

"Cheers for Miss Bishop" Returns

HOLLYWOOD, CALIF.—Movie audiences can look for a return of "Cheers for Miss Bishop" with Martha Scott. According to a movie columnist, the film will be

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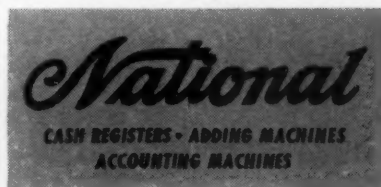


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reissued because of its pertinence to the present day teacher-turnover problem.

Thank Press, Radio, Pictures

WASHINGTON, D. C.—Press, radio and motion picture representatives will be given a recognition dinner February 19 under the sponsorship of the N.E.A. and the National Association of Secretaries of State Education Associations. They will be recognized for outstanding efforts in interpreting the school crisis. The dinner is to be held either in New York or in Washington.

Additional cooperative projects in public relations have been planned by the

N.E.A. and the secretaries' association. The public relations committee of the latter organization met at National Education Association headquarters in late September.

Film Council Sponsors Festival

CHICAGO.—A Films of the World Festival is being sponsored by the Chicago Film Council. Begun in October and continued through November, it provides the general public with an opportunity for seeing for the first time some of the factual films recently produced by the nations of the world. Films are being shown at one of the local theaters.

Names in the News . . .

(Continued from Page 49.)

W. I. Murray, mathematics teacher in Roosevelt High School, Gary, Ind., for the last twelve years, has accepted the principalship of Dunbar School in Phoenix, Ariz.

Ralph S. Herre, principal of Lockport Senior High School, Lockport, N. Y., has accepted a position as professor of history at State Teachers College, Bloomsburg, Pa.

Charles D. Frier, a member of the faculty at New Lebanon Central School at Lebanon Springs, N. Y., for seventeen years and principal since 1943, has been appointed supervising principal at Chenango Forks Central School, Chenango Forks, N. Y.

Elbert C. Cunningham, for two years principal of Oak Ridge High School, Oak Ridge, Tenn., has resigned to accept employment with the Monsanto Chemical Company. **Donald Roe** of Hosston, La., succeeds him at Oak Ridge.

Ralph E. Klingensmith, for seventeen years high school principal at Athens, W. Va., has resigned to become associate professor of education at Concord College, Athens.

Clayton D. Fox, supervising principal at Haverstraw, N. Y., has been appointed principal of the high school at Hudson, N. Y.

Harold A. Rice, principal of the senior high school at Keene, N. H., has been elected principal of Hingham High School, Hingham, Mass.

C. L. Dumaree, principal of Barrett Junior High School at Columbus, Ohio, has been named principal of South High School, Columbus, following the resignation of Alva Edwards.

In the Colleges . . .

Charles Spurgeon Johnson will be installed as the sixth president of Fisk University, Nashville, Tenn., at ceremonies held November 6.

Dr. C. Robert Pace and **Dr. James W. Brown** have joined the staff of the Evaluation Center at Syracuse University as associate director in charge of research in higher education and associate director in charge of audio-visual services, respectively. Dr. Pace came from American University and Dr. Brown from Virginia by way of the University of Chicago graduate college.

Ira M. Kline, director of the bureau of appointments of the school of education, New York University, has been granted a year's leave of absence ending August 31, 1948, after which he will be permanently retired.

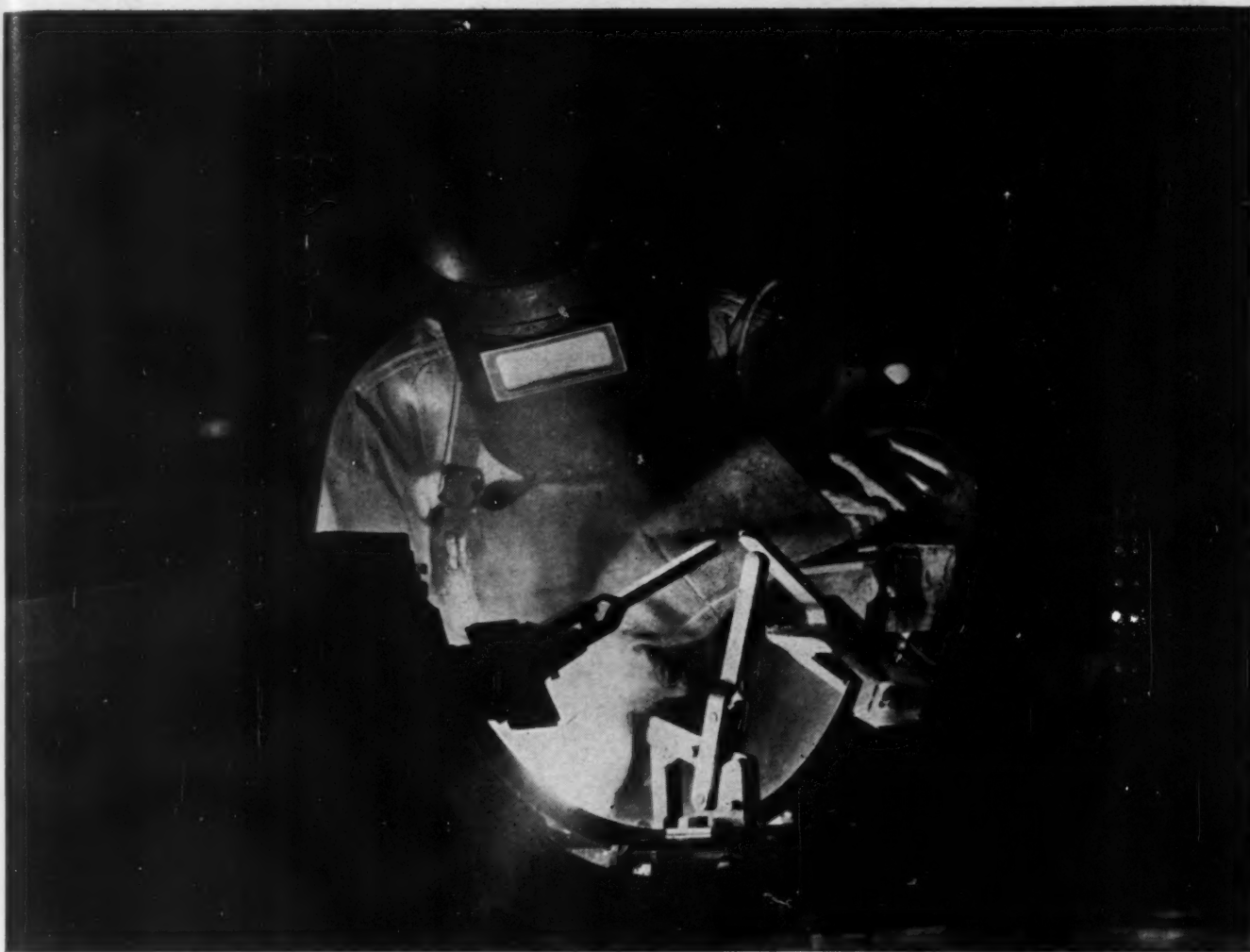


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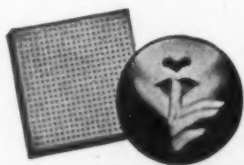
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 Vol. 40, No. 5, November 1947



John G. Fowlkes

Dr. John Guy Fowlkes has been made dean of the school of education, University of Wisconsin, succeeding **Dean C. J. Anderson**, now retired. Missouri born, Dr. Fowlkes took his bachelor's degree at Ouachita College, Arkansas, and his doctorate at Columbia University. After a teaching career in several public and private schools, he went to Wisconsin as an assistant professor of education in 1922 and became a full professor in 1927. He has been serving as dean of the university's summer session.

John W. Headley, president of North Dakota Teachers College at Mayville, assumed the presidency of State Teachers College at St. Cloud, Minn., at the beginning of the fall term, succeeding **D. S. Brainard** who has been acting president of the institution.

OTHERS . . .

James E. Allen Jr., for the last two years director of the bureau of school service in the Syracuse University school of education, has been appointed executive assistant to **Francis T. Spaulding**,

education commissioner for the State of New York. **R. J. Pulling**, formerly director of adult education at Schenectady, N. Y., has been appointed chief of the bureau of adult education for the state department of education.

Bernice Dainard Gestie resumed duties October 1 as managing editor of the *Minnesota Journal of Education*. Miss Gestie had been on a year's leave of absence during which she served as assistant director of the Rural Editorial Service of the University of Chicago.

Alan L. Gornick, a director of the New York Adult Education Council, has been appointed an associate of the office of general counsel of the Ford Motor Company. Mr. Gornick also is a director of the Federation of Alumni of Columbia University.

John R. Marshall has returned to the West Virginia State Department as director of educational research and schoolhouse planning; he has been on leave of absence since January 1946 to complete his doctoral studies at Teachers College, Columbia University.

DEATHS . . .

Franklin Thomas Kurt, principal and owner of Chauncy Hall School in Boston for forty-seven years and an active

civic leader, died recently at his home at Newton.

John Muttall, former superintendent of schools in Crawford County, Illinois, died recently at the age of 60.

John Downer, principal of Oyler Junior High School, Cincinnati, for the last twelve years, died recently following a short illness. He was 57 years old.

G. W. Jacoby, former superintendent of schools of Washington County, Ohio, and retired since 1945, died following a short illness. He was 70 years of age.

Anna M. Naugle, principal of the high school at State College, Pa., and supervisor of student teachers at Pennsylvania State College in the borough high school, died recently at Everett, Wash., while on a trip to the West Coast. She was 48 years old.

Garcia D. Pauley, superintendent of schools of Lincoln County, West Virginia, was killed recently when the automobile he was driving was struck by a Chesapeake & Ohio train at West Hamlin, W. Va. **Homer Bird**, director of transportation of the Lincoln County schools, and **Otis Bias**, contractor for the new gymnasium wing at the Hamlin high school, were injured in the same accident. Mr. Bird was reported to be in a critical condition and Mr. Bias's leg had to be amputated.

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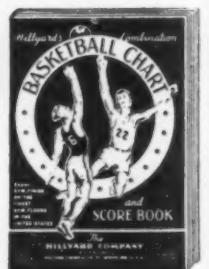
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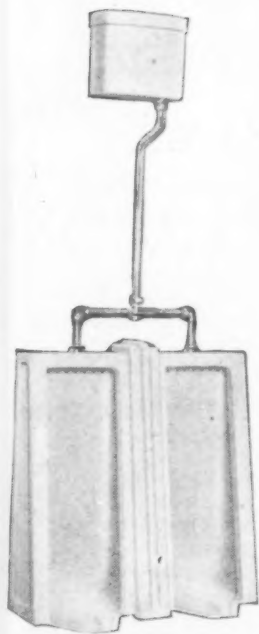
The sanitary habits they form now will last throughout their lives.

Crane has kept both points in mind in producing these school urinals. The variety of design—floor or wall type, hand-flushing or automatic—allows for the varying needs of grade, junior, and high schools. Prices, too, permit a wide choice, so that you may

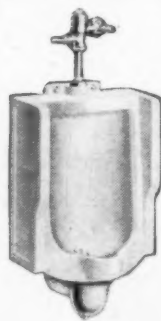
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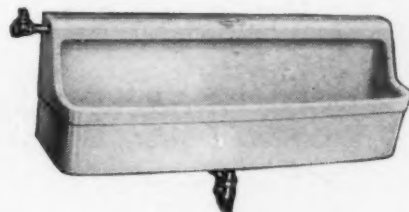
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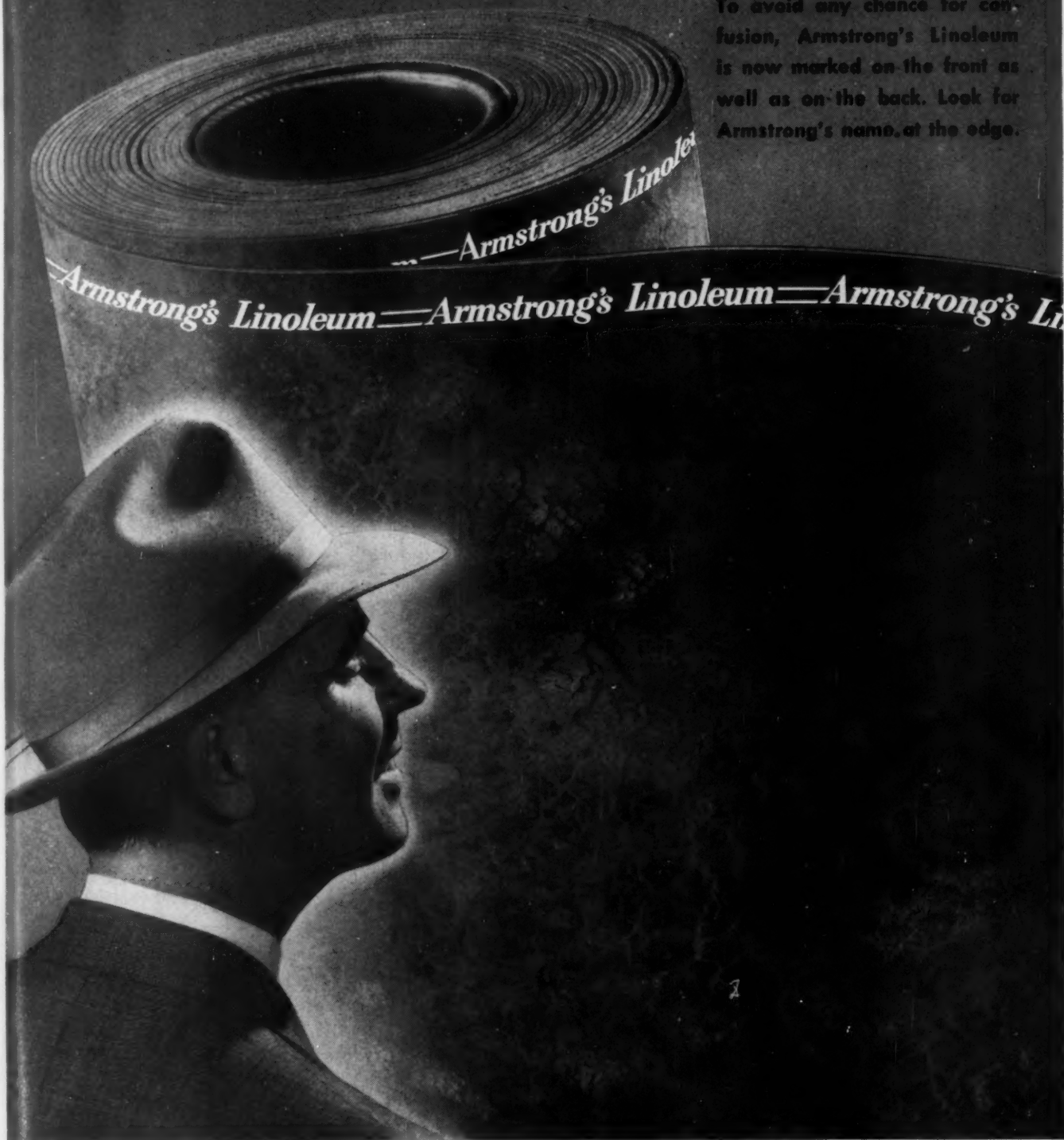
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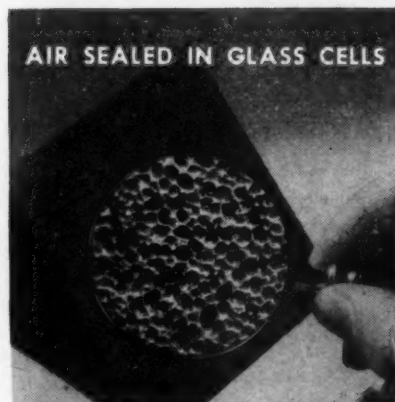
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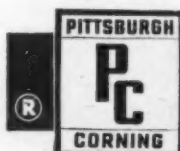
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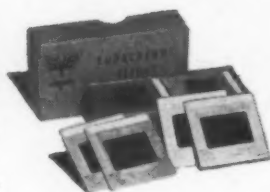
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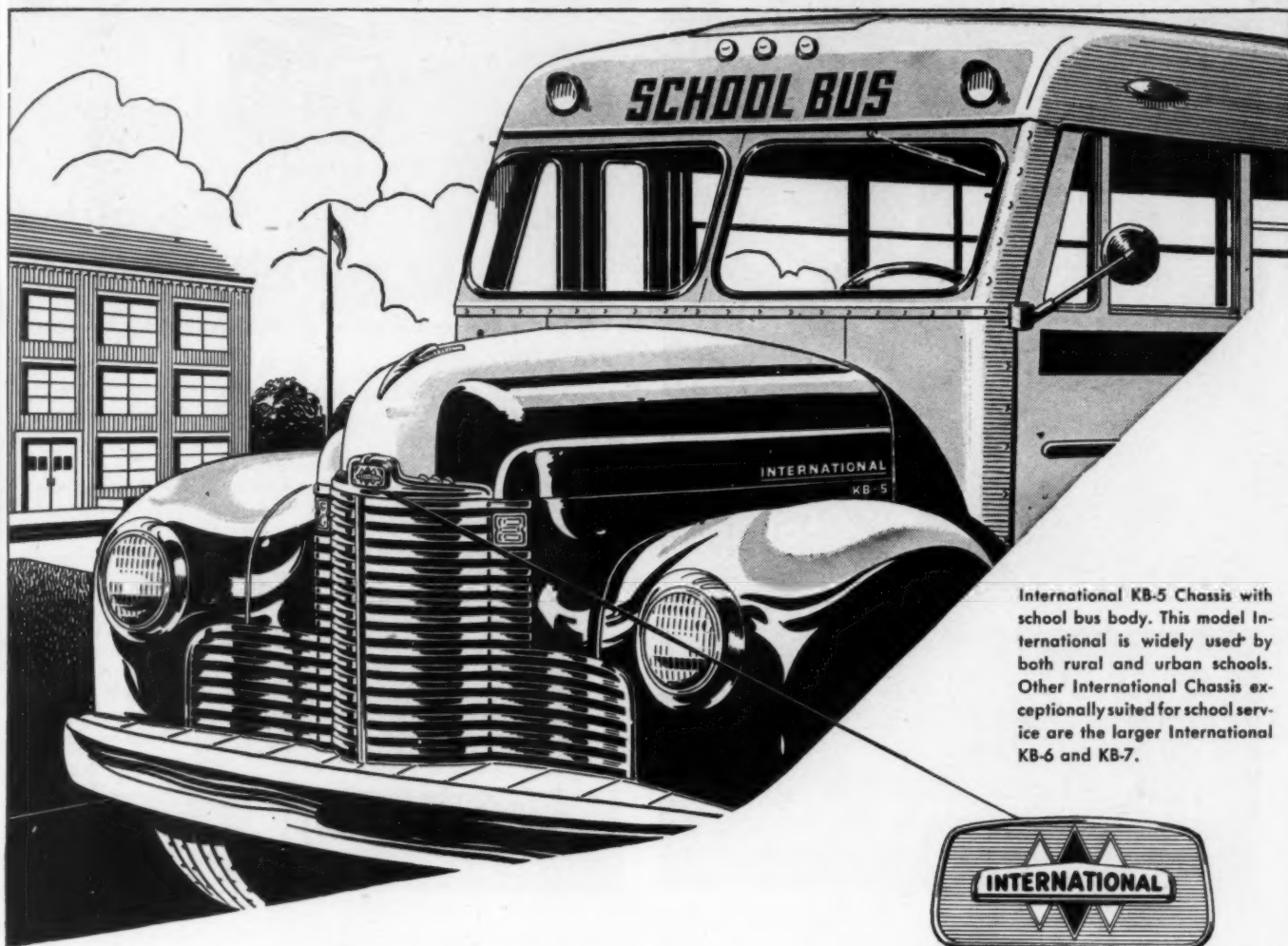
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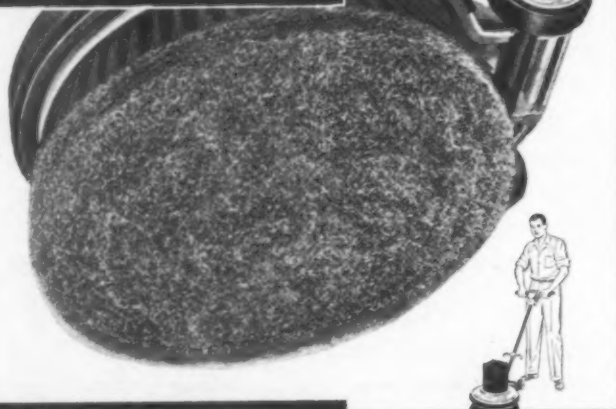


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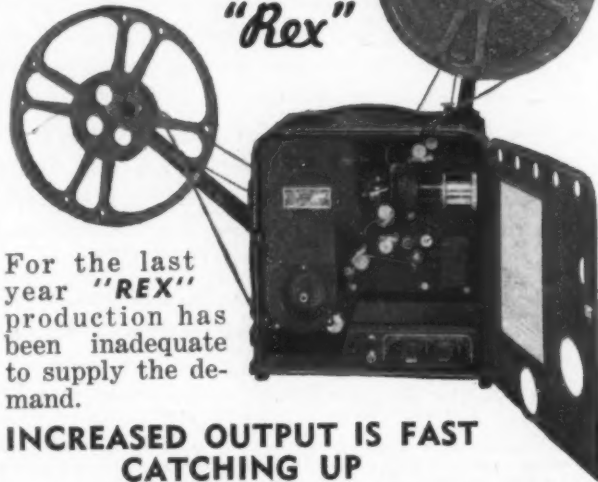
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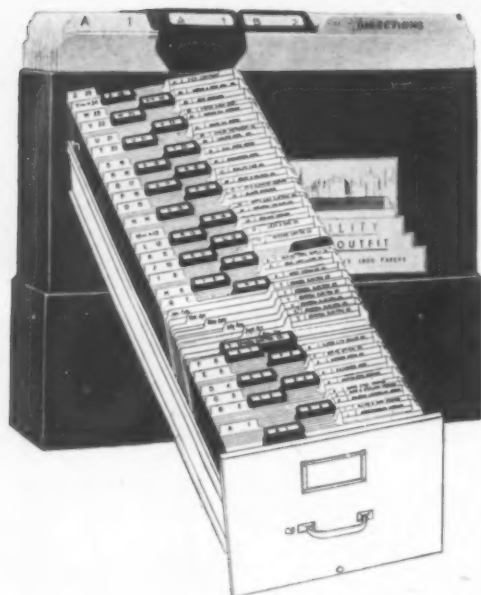
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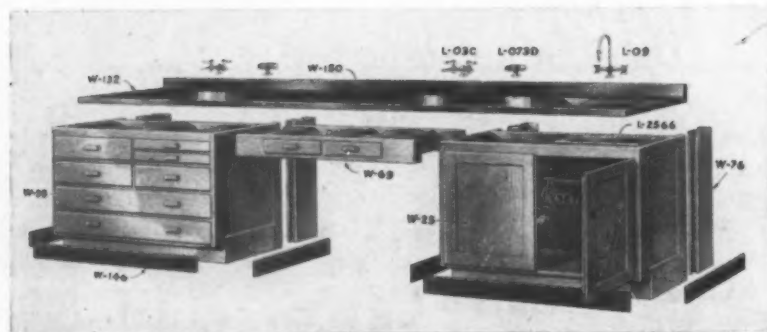
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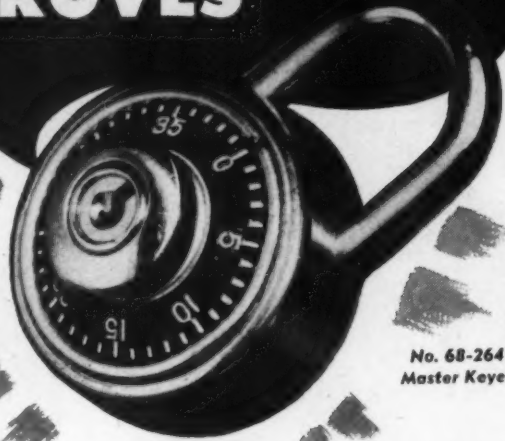
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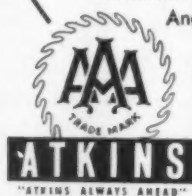
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RICH BROWN COLOR IN ROAST AND GRAVY



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Just brush the meat, before roasting, with Kitchen Bouquet and it will come out of the oven with a luscious, rich brown

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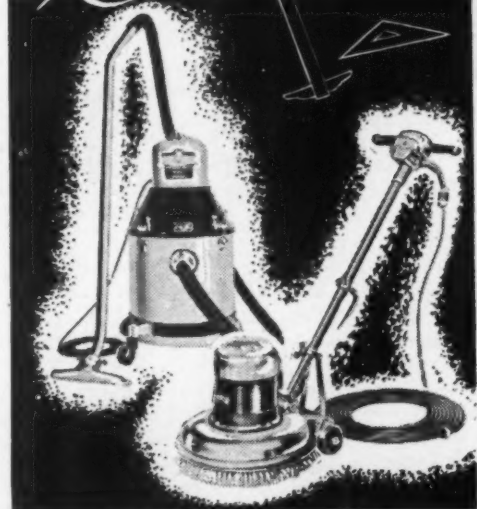
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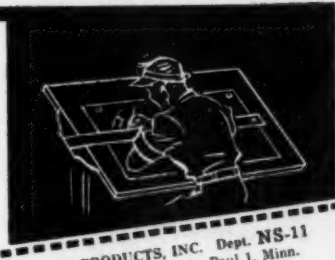
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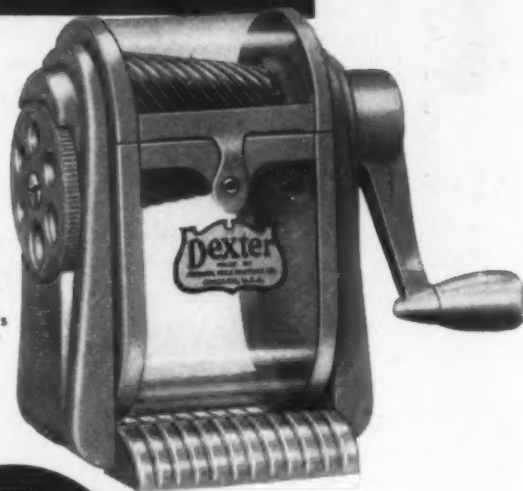
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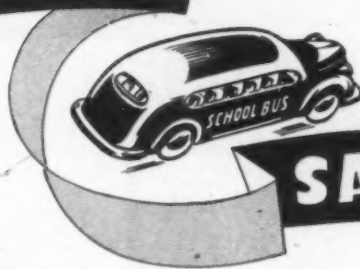


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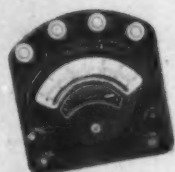
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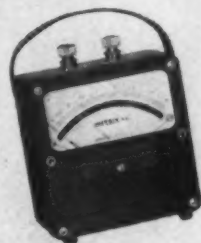
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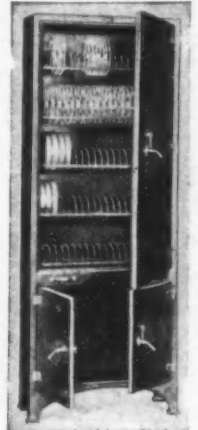


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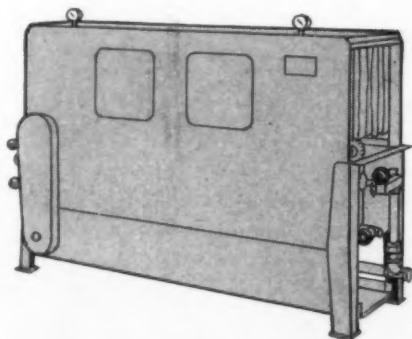


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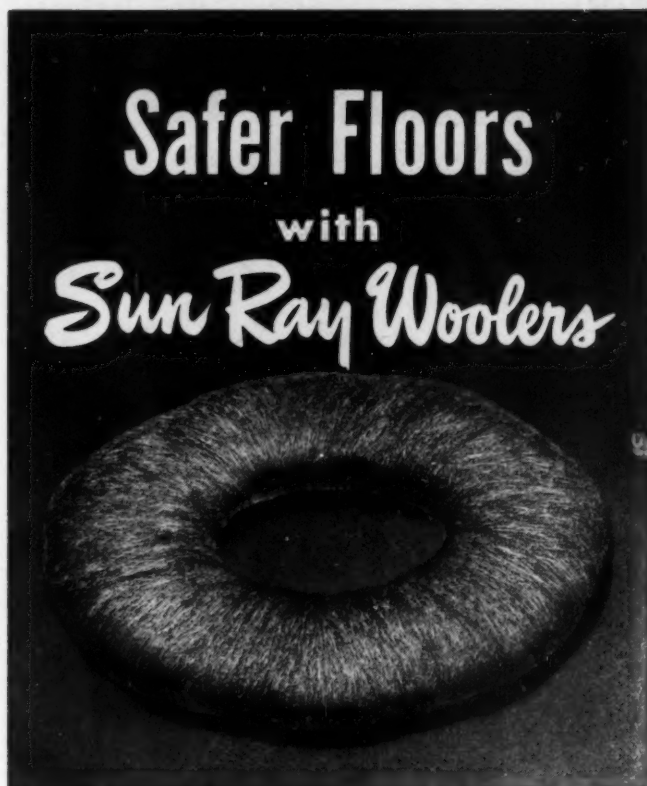
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OF THE NATION'S SCHOOLS, published monthly at Chicago, Illinois, for October 1, 1947.

State of Illinois } ss.
County of Cook }

Before me, a Notary Public in and for the State and county aforesaid, personally appeared J. G. Jarrett, who, having been duly sworn according to law, deposes and says that he is the Business Manager of The Nation's Schools, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, as amended by the Act of March 3, 1933, embodied in section 537, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business manager are:

Publisher: The Nation's Schools Publishing Co., Inc., Chicago, Illinois.
Editorial Director: Raymond P. Sloan, New York, N. Y.
Managing Editor: Arthur H. Rice, Chicago, Illinois.
Business Manager: J. G. Jarrett, Chicago, Illinois.

2. That the owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member, must be given.)

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J. G. JARRETT, Business Manager.

Sworn to and subscribed before me this 25th day of September, 1947.

(SEAL) J. P. McDERMOTT, Notary Public.
(My commission expires Sept. 30, 1949.)

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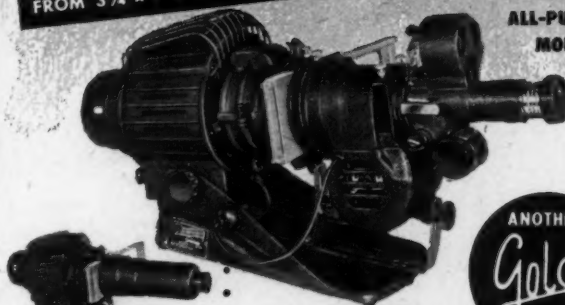


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and slides

PRINTED illustrations, text, photographs, drawings, and many other opaque objects, including geological and botanical specimens, *and* conventional slides are projected by the dual-purpose Model LRM Balopticon*.

Large, sharp, brilliant screen images of either slides or opaque objects are projected under illumination adequate for note-taking or sketching. This is made possible by its two fine-quality optical systems which yield

flatness of field, critical definition, and high light transmission.

Balanced illumination permits switching from opaque to slide projection without a distracting change in screen brilliance. Slides and opaque materials are protected from heat damage by a *built-in* blower cooling system. Details available in catalog E-11. Bausch & Lomb Optical Co., 689-K St. Paul St., Rochester 2, New York.

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What's New **FOR SCHOOLS**

NOVEMBER 1947

Edited by BESSIE COVERT

TO HELP YOU get more information quickly on the new products described in this section, we have provided the postage paid card opposite page 120. Just circle the key numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. The NATION'S SCHOOLS will send your request to the manufacturer. If you wish other product information, just write us and we shall make every effort to supply it.

All-Purpose Projector

The new GoldE double-blower-cooled 1000 watt all-purpose projector is designed to handle everything from 3¼ by 4 down to 2 by 2 inch slides as well



as single and double frame filmstrips. The new unit provides high power illumination with lower operating temperature. Sharp and brilliant screen images are assured through double blower cooling and a precision optical system which provides efficient light output per watt.

Total light output is directed through the smallest slides and filmstrip and a stream of cold air is forced over the small slides or filmstrips by the front blower, thus assuring maximum cooling and protection. The new projector is compact and offers a choice of single element and fully color corrected projection lenses for focal distance and size of image. The lens is easily removed for cleaning and the spiral focusing thread permits focusing to hairline sharpness. The unit has a rugged base to prevent shaking or tipping and rubber legs to prevent scratching. It is sturdily constructed yet light in weight and is available in a carry case for convenient portability. GoldE Mfg. Co., Dept. NS, 1220 W. Madison St., Chicago 7. (Key No. 449)

Darkening Curtains

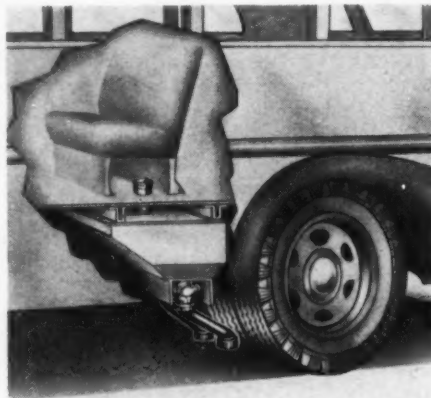
A new economical curtain for darkening classrooms and auditoriums for audio-visual programs is manufactured to specifications for any size window. Operated simply by pulley and cords, the venetian type drape is made of a black,

heavy weight material designed for long life. It provides adequate blackout when down and folds under an attractive hanging at the top of the window when not in use. The unit is inexpensive, effective and easy to install. National School Supply Co., Inc., Dept. NS, 14-20 Glenwood Ave., Raleigh, N. C. (Key No. 450)

Elston Electric Sanders for School Buses

Two new Elston Electric Sanders have been developed for use on single and double tire trucks and buses. Model S, for use on school buses with dual tires, has a hopper capacity of 100 pounds of grit or screened sand. Model K, for single tire trucks or buses, has a hopper capacity of 84 pounds. Both sanders have standard Elston hoppers but custom made sanders are available for special installations.

Special internal treatment of the hoppers helps combat the danger of rust through condensation of moisture and prevents grit or sand from caking. A conveniently located clean-out cap for direct, easy removal of grit or sand is

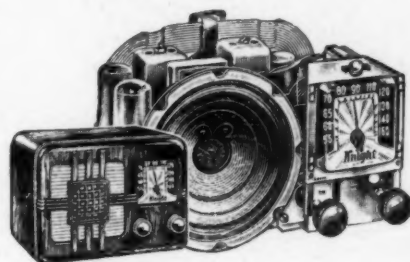


provided on Model S. The operating units consist of valve and solenoid assemblies housed in cast aluminum, completely sealed against weather and atmospheric conditions. A new and more powerful solenoid assembly and a new type rubber bellows add to the efficiency and life of the new sanders.

A dash panel-mounted heavy duty switch equipped with fuse and signal pilot light to indicate when the sander

is in operation gives the operator full control of the unit. Highway Safety Appliances, Inc., Dept. NS, 2516 University Ave., St. Paul 4, Minn. (Key No. 451)

Radio Builder's Kit



The new Knight Ranger is a low-priced AC-DC superheterodyne radio kit for use in shop or radio training classes. The kit is complete with all parts: hardware, solder, wire, tubes, loop antenna, walnut bakelite cabinet and detailed instructions which make it easy to build. The circuit design is simple to follow while including elements necessary to provide the student with a sound background of radio theory and practice. Allied Radio Corp., Dept. NS, 833 W. Jackson Blvd., Chicago 7. (Key No. 452)

M-1 Projector Table

A new table designed especially for use with visual equipment and known as the M-1 Projector Table stands 42 inches high. It has one shelf 10 inches below the top and a second shelf 6 inches from the floor. The table is 24 inches long and 20 inches wide with top and shelves made of flame proofed, ornamental grain birch plywood finished in Hi-gloss Spar Varnish for acid, detergent and alcohol resistance. The top is edged with heavy chromed metal and each shelf has a 4 inch self rim of treated and finished plywood on three sides.

The 1 inch aluminum tubing frame is acid etched and satin finished. The table is bolted and riveted and has 4 inch ball bearing, full swivel casters with semi-soft rubber wheels. It is strongly constructed and attractive. Ideal Pictures Corp., Dept. NS, 28 E. Eighth St., Chicago 5. (Key No. 453)

Boston Ranger Pencil Sharpener

The Ranger is a new Boston Model pencil sharpener which combines modern design and appearance with rugged



construction. It is equipped with 15 solid steel cutting edge cutters and a point adjuster which permits choice of a semi-blunt, standard or fine point.

The Boston pencil stop on this new model prevents waste of pencils and the pencil guide on the front permits the sharpening of various sizes of pencils. The double bearing engineering feature assures lasting sharpening service. The sharpener can be fastened on a shelf or hung on the wall. **C. Howard Hunt Pen Co., Dept. NS, Camden, N. J. (Key No. 454)**

Landtype-Cultural Map

Cram's Landtype-Cultural Map of the United States has recently been released. Designed to interest younger pupils, the map presents, through the use of color shadings and fine drawings, a three dimensional effect. Land elevations, water depths, drainage systems and other features are presented pictorially instead of mechanically. Thus the map is simplified and interest enhanced.

The map is hand mounted, large scale, 51 inches wide. It is markable and washable. **The George F. Cram Co., Inc., Dept. NS, 730 E. Washington St., Indianapolis 7, Ind. (Key No. 455)**

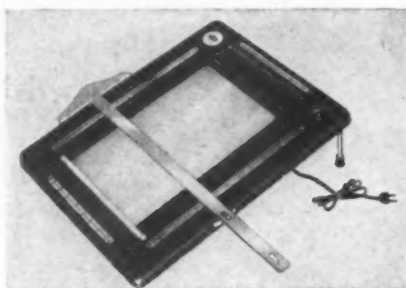
Multi-Purpose Sound Console

General announcements to all classrooms or departments, special programs of music or talks and voice paging are possible through the installation of Executone's new multi-purpose sound console. This new console, model P-20, contains, in a single cabinet of selected mahogany veneer, all the central control elements needed in a sound system requiring up to 50 watts. Attractively designed, the new model is completely functional and permits the use of any number of microphones with their associated controls located in segregated departments.

The user may speak from any microphone location by merely pressing one button. An automatic system signals other microphone control stations. Paging or announcements can thus cut in, when necessary, on a music program, for instance, that might be in progress. The automatic record changer handles 10 and 12 inch records in any sequence and turns itself off after the last record is played. The console contains a monitor speaker with four-step volume control. **Executone, Inc., Dept. NS, 415 Lexington Ave., New York 17. (Key No. 456)**

Fluorescent Model Technyscope

The new Fluorescent Model F-2 Technyscope for stencil duplication is complete with scope table, T-square and a fluorescent lighting unit. With the new fluorescent lighting unit, which has Underwriters' Laboratories approval, there is no loss of light and the entire writing area of the stencil is amply and evenly illuminated. The lighting unit is entirely enclosed and is so designed that the scope and the stencil remain cool while in use. A handy light switch is conveniently located on the scope.



The new lighting unit can be purchased separately and attached to other models of the metal Technyscope. It operates on AC 110V 60 cycle. **Technygraph Co., Dept. NS, 1147 Waukegan Rd., Techny, Ill. (Key No. 457)**

Science Charts

A pictorial presentation of the basic principles of science is offered in the new Davis-Smith Science Charts. This set of 32 charts, each 50 by 38 inches in size, is based upon an analysis of the ten leading textbooks in science as well as an analysis of the courses of study of a widely selected group of school systems.

The charts are organized around underlying fundamental principles, followed by practical applications of these principles. They cover such subjects as the properties of air, daily weather map, hearing and music, rocks and soils and so on for 32 subjects. The equipment illustrated is adequate but simple and most of it is readily available. The authors of the charts are Ira C. Davis, Professor of Science, University of Wis-

consin, and LeRoy E. Smith, Head of Science Department, South High School, Omaha. **A. J. Nystrom & Co., Dept. NS, 3333 Elston Ave., Chicago 18. (Key No. 458)**

Pentrate for Fire Fighting

Pentrate is a new product developed to make water wetter. Scientifically compounded of chemical ingredients, 1 per cent of Pentrate added to ordinary water gives the combined solution speedy penetrating and spreading qualities, getting it to the heart of a deep seated, smoldering fire more effectively.

Pentrate has less corrosive effect than water and is no more injurious to metals or wood than water itself. When added to water, it has the effect of freeing the surface tension, thus allowing the globules of water to spread out in all directions and cover more area. In this way the water has a better chance to spread, penetrate and soak into an object on fire, to cover broken or rough surfaces more readily and to penetrate deeply into overstuffed furniture, textiles, coal piles and other solid masses in which fire may be smoldering. **American-LaFance-Foamite Corp., Dept. NS, Elmira, N. Y. (Key No. 459)**

Faucet Handle Replacement

A new type faucet handle has been designed to serve as replacement on all standard sink, bath and lavatory fixtures. When handles slip or become stained, cracked or lost, the new Nation-Wide handle can be attached and thus save replacing the entire fixture. It is designed to fit all diameter valve stems, either square or spline shank, no matter how badly the splines are stripped.

An Allen set screw in the side of the handle is tightened to force a hardened steel blade into the valve stem, thus producing a positive lock-tite grip when the handle is attached. It is made of chrome



plated brass in both beaver-tail and cross handle types. **Sturgis Plating & Mfg. Co., Dept. NS, Sturgis, Mich. (Key No. 460)**

Liquid Cleaning Compound

"Whiz-O-Shine" is a concentrated liquid cleaning compound designed for cleaning marble, terrazzo, tile, rubber, linoleum and asphalt floors as well as painted and enameled woodwork. Containing pure vegetable oils, the new product has a pleasant fragrance. Only a cupful is required in a full bucket of water to make a cleaning solution which quickly removes dirt and grease without leaving a film. It is supplied in 5, 15 and 55 gallon containers. **R. M. Hollingshead Corp., Dept. NS, Camden, N. J. (Key No. 461)**

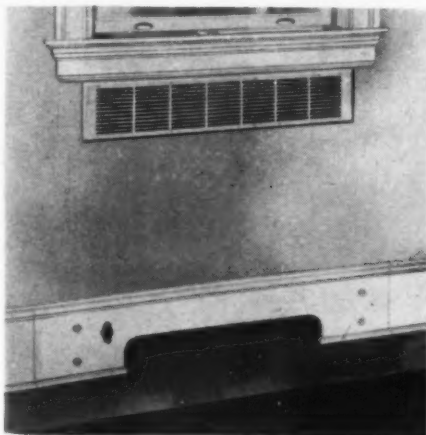
Precision Shaper

In considering equipment for shop and vocational classes, the new 12 inch Sheldon precision shaper will be of interest. It is designed for work to the closest tolerances and to maintain this accuracy under long pull capacity operation. The streamlined pedestal fully encloses a variable speed motor drive which provides all speeds from 12 to 180 strokes per minute at the turn of a hand wheel. All controls are conveniently located within easy reach from the operating position and the swivel table and swivel vise are standard equipment. **Sheldon Machine Co., Inc., Dept. NS, 4258 N. Knox Ave., Chicago 41. (Key No. 462)**

Webster Prefabricated Radiation

The new Webster prefabricated radiators are designed to be recessed under windows and concealed in plaster walls. These concealed convectors offer controlled steam heating in a single compact unit combining heating element, supply valve, return trap and union connections. The unit is light and easy to handle, connections are easily made and steam-fitting costs are reduced.

The heating element is contained in



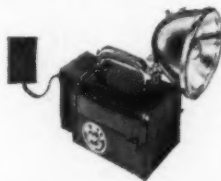
a sheet metal enclosure with openings at top and bottom for natural convected air movement, distributing heated air

uniformly throughout the room. Positive control of heat is provided by extending the Webster supply valve handle through the enclosure permitting complete shut-off. With the new design the entire heating element is accessible without destroying wall construction.

The enclosures are formed from furniture steel and finished in baked prime coat. A wide choice of radiator sizes in each of five types of enclosures permits selection of standard units to meet almost every demand. The unit illustrated shows an arched inlet so made that the heating element is removable by pulling away the handle, unscrewing four wood screws and withdrawing the baseboard. **Warren Webster & Co., Dept. NS, Camden, N. J. (Key No. 463)**

Auxiliary Lamps for Emergency Lighting

When, from any contingency, current fails, immediate light is available where the new Big Beam Auxiliary Lamp is installed. This unit is connected to the lighting circuit by means of an extension cord which in turn is connected to a relay unit, an integral part of the lamp. There is no fumbling in the dark and no delay



in providing light with the Big Beam as the relay unit acts in reverse and automatically switches on a bright, diffused light when a circuit failure occurs.

If a portable light is needed, either in emergency or for maintenance and electrical repair work, the extension cord can be removed from the wall outlet and placed in the space provided in the relay housing compartment located on the rear of the lamp container. The unit then becomes a regular portable electric hand lamp which can be switched on or off at will.

The unit is rustproof, weatherproof and sturdily constructed for long life. Lamp heads can be turned a full 360 degrees in any direction and the lamps are available with single head, Model No. 801, or dual head, No. 802. They project a powerful 2000 foot light beam and can be equipped with floodlight, snap-on lens for diffusing light over a wide area when needed. The 20 gauge steel container is finished in baked enamel, the head is chrome plated and the unit is powered by four standard dry cell batteries. The handle is of polished aluminum. **U-C Lite Mfg. Co., Dept. NS, 1050 W. Hubbard St., Chicago 22. (Key No. 464)**

Dexter Pencil Sharpener

The newly styled Dexter Pencil Sharpener has razor sharp edges which are provided through deep milling of each



cutter blade. The point adjuster permits settings for fine, medium or blunt points.

The receptacle, centering disc and handle are made of Butyrate and the case and uprights are of rust resistant die-cast zinc alloy finished in two tone gray in a modern design. The new model is easily attached to any horizontal or vertical surface. **Automatic Pencil Sharpener Division, Spengler-Loomis Mfg. Co., Dept. NS, 58 E. Washington St., Chicago 2. (Key No. 465)**

Visual Aptitude Test Enters School Field

The Ortho-Rater, a comparatively new instrument for determining individual visual aptitudes, has entered the educational field with its first installation in a school, the Rochester Business Institute. Previously, its principal use was by the armed services and industries throughout the country for placing employes in jobs for which they are visually suited.

To determine if its students possess the basic visual skills required for success on the job, R.B.I. will forward the tests to Purdue University where extensive research has been done to determine the eye skills necessary for performing hundreds of different jobs. The Ortho-Rater will be used to recheck students, who fail to meet the requirements for a particular job, after they have had proper correction. **Bausch & Lomb Optical Co., Dept. NS, 635 St. Paul St., Rochester 2, N. Y. (Key No. 466)**

Chromatype Stencils

The new line of Chromatype brand legal and letter size stencils has been announced. Produced on high grade foreign tissue, the new Chromatype stencils are designed to produce fine copy with any typewriter and exceptional results in stylus work. **Polychrome Corp., Dept. NS, 2 Ashburton Ave., Yonkers 2, N. Y. (Key No. 467)**

Product Literature

"The abc's of Wyandotte Wax" is the title of a folder published by Wyandotte Chemicals Corporation, Wyandotte, Mich. Helpful information on Wyandotte Wax and its use on all types of finished floors is presented. The detailed directions include the maintenance of both large and small areas. (Key No. 468)

• "The Aristocrat of Floor Machines," is the title of a booklet issued by Holt Mfg. Co., 651 Twentieth St., Oakland 12, Calif. In addition to complete catalog material covering the many types of floor cleaning equipment manufactured by this company, with full specifications on each, the booklet presents much helpful information of a reference type. The best method of handling every type of floor problem, no matter what the material, is given in detail together with a stain removal chart, data on rug shampooing, maintenance hints, what attachments to use for each type of maintenance job, use of floor sanding machines and many other helpful details of interest to the maintenance and housekeeping supervisors. (Key No. 469)

• Turco Paint-Zip, the effective and simple method for removing paint from wood or metal surfaces without raising the grain or otherwise harming the surface, is described and its use illustrated in a folder issued by Turco Products, Inc., 6135 S. Central Ave., Los Angeles 1, Calif. (Key No. 470)

A booklet entitled "Courses of Study in Office Machines and Clerical Practice" by Gilbert Kahn, Barringer High School, Newark, N. J., is being offered by Monroe Calculating Machine Co., Inc., Educational Dept., Orange, N. J. The booklet is reprinted from The American Business Education Yearbook and includes information on organization and grade placement in the teaching of office machine operation, equipment, teaching procedures, content, organization and objectives and clerical practice. (Key No. 471)

• Approximately 300 Universal and J. Arthur Rank entertainment feature films are listed in a new catalog issued by United World Films, Inc., Rockefeller Center, New York 20. Revision of rates is a subject covered fully in this new publication. (Key No. 472)

• A complete catalog of 16 mm. "Classroom Teaching Films" which includes full length Hollywood features, has been issued by the American Film Registry, 28 E. Jackson Blvd., Chicago 4. Educational, recreational, vocational and other films are listed and completely indexed by subject. (Key No. 473)

The 1948 edition of the Seal-O-San Basketball Coaches Digest is now available. This is the eighth year that this valuable reference book has been issued by Huntington Laboratories, Inc., Huntington, Ind. The table of contents makes it easy to find any subject in which the coach or those concerned with athletics may be interested and the divisions under which the articles are indexed include Fundamentals, Defense, Offense and Coaches' Clinic. This 64 page book is listed at 25 cents per copy but the company advises that it will be glad to send a copy without cost to coaches, teachers and other school officials. (Key No. 474)

The new 40 page Milton Bradley Educational Materials Catalog No. 48, 1947-48, has recently been published by Milton Bradley Co., Springfield 2, Mass. Arranged in 19 sections that cross list approximately 250 school items, the new catalog also reproduces the nine winning drawings from the nationwide "America the Beautiful" crayon art contest. (Key No. 475)

Publications of the Department of Education, the University of Chicago Press, 5750 Ellis Ave., Chicago 37, are listed in a catalog recently received. The catalog includes general educational publications as well as those on laboratory, proceedings of administrative officers' conferences and other material. (Key No. 476)

Information on the preparation of Green Spot Near-Freeze Pure Condensed Orange Juice or Grapefruit Juice is offered in a leaflet issued by Green Spot Inc., 658 Mesquit St., Los Angeles 21, Calif. The ease of preparing these juices for serving, their fine quality and careful processing are some of the subjects covered. (Key No. 477)

Film Releases

Art

"The Making of a Mural," showing step by step, in color, the technics and processes of the American painter, Thomas Hart Benton. 16 mm. film, one reel, color, sound.

"Painting Reflections in Water," showing the technic of water color painting, made in collaboration with the American artist and teacher, Eliot O'Hara. Designed for art students and art appreciation classes. 16 mm. sound film, one reel, color, sound. Encyclopaedia Britannica Films, Inc., Dept. NS, 20 W. Wacker Drive, Chicago 6. (Key No. 478)

General

"The Peoples' Charter," first official film presented by the United Nations

Film Board, 16 mm. sound. Available for rental or purchase. 17 minutes. Brandon Films Inc., 1600 Broadway, New York 19. (Key No. 479)

"A Modern Guide to Health," humorous cartoon film providing common sense health rules for combating bad posture, unsuitable clothing and nervous tension. 1 reel, 10 minutes. British Information Services, 30 Rockefeller Plaza, New York 20. (Key No. 480)

Sewing Technics

"Sewing Simple Seams," the procedure for preparing plain seams. Junior-senior high schools and college Home Economics classes. Running time, 10 minutes.

"Sewing Advanced Seams," the procedure for preparing four of the more advanced seams. Junior-senior high schools and college Home Economics Classes. Running time, 10 minutes.

Young America Films, Inc., Dept. NS, 18 E. 41st St., New York 17. (Key No. 481)

Suppliers' Plant News

Library Films, Inc., 25 W. 45th St., New York 19, has been organized for the purpose of serving 16 mm. film rental libraries, educational and religious institutions. The organization has acquired the extensive library formerly owned by Walter O. Gutlohn, Inc.

The Amcoin Corp., 1148 Main St., Buffalo 9, N. Y., makers of All-Glass Interior Coffee Making Equipment, announces the establishment of two western offices, one in charge of Mason Hooser Co., Los Angeles, and an Amcoin office in Olympia, Washington, to serve the states of Washington and Oregon.

Hotpoint, Inc., 5600 W. Taylor St., Chicago 44, manufacturers of electric cooking and other kitchen equipment, announces the purchase of the war surplus Allis-Chalmers plant in Milwaukee, Wis., for the manufacture of electric water heaters, automatic dishwashers, sink tops and cabinets. Production is expected to be under way in December of this year.

Vestal Incorporated, 4963 Manchester Ave., St. Louis 10, Mo., recently completed a new plant providing 11,000 square feet of additional manufacturing area. The new wing has insulated, fire-proof construction and is completely equipped with radiant heating and high density lighting. The complete modernization of existing facilities and the installation of new equipment are designed to provide larger volume of products for cleaning and sanitation at lower production cost.



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Projector specifically designed
for classrooms*



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YOUR OVERWHELMING ENTHUSIASM for the new Victor "Lite-Weight" since its recent announcement is sincere assurance to us that 16mm Sound Projector users need this added versatility and portability.

Because Victor has pioneered so many epochal advancements to create ever wider use in the 16mm field, we are particularly grateful and appreciative for your enthusiastic response to this new product—an advancement that we hope will bring the benefits of 16mm teaching, training and entertaining to new millions. Ask for a demonstration from your local Victor outlet—or write for the new "Lite-Weight" booklet and film sources.




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ELECTRIC



PNEUMATIC



ELECTRIC and PNEUMATIC



THE chart tells the story! Only Minneapolis-Honeywell can supply a complete line of controls to meet every school requirement. The uniformity of design and quality you get when installing controls of one manufacturer make for dependable, coordinated operation throughout the entire school building — from boiler room to the classrooms. You benefit first by placing full responsibility for all phases of automatic control with a single manufacturer. It's this same manufacturer — Minneapolis-Honeywell — who is able to give you unbiased advice based on broad engineering experience, about every type of control. And Honeywell maintains a nation-wide staff trained to provide service from plan stage throughout the life of every installation, electric or pneumatic.

The new Honeywell booklet, "Automatic Controls for the Modern School," explains the different applications of automatic control — describes the benefits they provide. Write today for your free copy . . . Minneapolis-Honeywell, Minneapolis 8, Minnesota. In Canada: Toronto 12, Ontario.

MINNEAPOLIS
Honeywell
CONTROL SYSTEMS